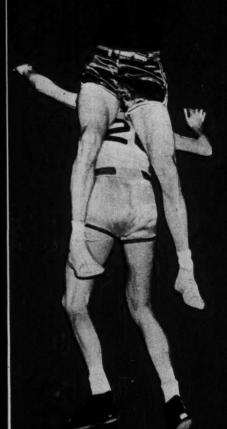
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VOLUME 20 . NOVEMBER NUMBER 3

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A hoop-crazy mountain

OMING up the Jersey shore into New York, you hit Highway 17. Stay on this road for about 85 miles and you'll roll smack into the Catskill Mountains.

You can't possibly get lost. Every inch of the countryside is plastered with billboards shrieking such exquisite nonsense as: "Visit Hotel Paradise, Garden Spot of the World," or "Turn Right for the Carefree Country Club, Great Food and Fun," or "Come to Chateau Plaisir, Free Golf in June."

Once the sylvan home grounds of Rip Van Winkle, the Catskills today are a jungle of summer resorts. Some of them are merely landscaped flea-bags, while others are no more pretentious than Buckingham Palace.

FOR many years these alpine retreats were content with such niggardly inducements as "all athletic facilities (including fishing), plus three rhumba bands and the best food west of the Statue of Liberty."

When money became scarce during the depression, prospective customers began demanding more for their \$50-\$75 per week.

It was then that some astute boniface came up with the idea of the century. Since the Çatskills drew most of their clientele from nearby New York City, a hoop-crazy town, he started promoting Friday-night basketball games. Every week he would import two teams from the City and pay off the boys with free week-ends.

These games caught on like gin rummy, and in no time at all every fair-sized hotel was offering basketball in addition to fishing, food, and fiddling.

Today, the Catskills are a nationally famous basketball preserve, cluttered with sky-scraping hookshot artists. At least 50 hotels boast their own varsity basketball teams. Last summer, for example, more

than 450 college players hooked 'em up for hotel alma maters.

The set-up is so neat that several famous coaches are now regularly shipping their boys to the Catskills for summer seasoning. The boys not only stay in shape this way, but sharpen their games and fatten their bankrolls.

THE bankroll-fattening process violates neither the spirit nor the letter of the amateur code. The boys don't get paid for playing ball. They make their dough by honest toil, either in the dining room or on the athletic staff.

As hash-slingers they can make up to \$1,000 for the nine-week season. As life guards or ball-thrower-outters, they can pull down from \$200 to \$400.

Incidentally, they really have to work—at least in the dining room. Many a famous star, lured to the mountains by the sign of the \$, has found hmself unable to stand the gaff. He has had to pack up and go home or switch to an easier but less lucrative job on the athletic staff. Last summer nearly a dozen name stars had to cry "uncle" in midseason.

The basketball itself is fairly easy. The boys play two nights a week against other hotel teams, and have no regularly scheduled practices.

Most of the games are played on concrete outdoor courts amidst highly colorful settings. Imagine seeing a hook-shooting exhibition against a backdrop of a yellow moon and a shimmering lake — replete with cheerleaders, public announcers, and band music!

Despite the high caliber of the playing talent, "mountain ball" suffers on at least two counts. Most of the courts are small and the officiating (with a few exceptions) is extremely lax. The result, as you'd expect, is mayhem. Some of the younger boys have to be demilitar-

ized upon returning to their school

The greatest star who ever trod the Catskill concrete was George Mikan (Klein's Hillside House, Class of '49). A business man in the tradition of Big Jim Fiske and Jay Gould, Mikan drew up a contract which is now a Catskill legend on par with Rip Van Winkle.

George is reputed to have signed for \$2,000, plus a bungalow for his family, plus a maid for his tot!

Today, however, professionals are persona non grata — they cannot play on the same court with amateurs.

AMONG the name stars who performed the past summer were Dick Dickey, Paul Unruh, Bill Spivey, Sam Ranzino, Ed Roman, Sherman White, Elmer Behnke, Bob Zawoluk, and Ed Warner.

But they weren't the only standouts by any means. Kentucky's two terrific freshmen—Cliff Hagen and Frank Ramsey — more than held their own on the Catskill circuit. Both boys are 6-4 and tremendous prospects. Hagen, who won't be eligible until February, is already being touted as sure-fire All-American material. He has a good shot, runs like a deer, and is sensational under the boards.

Everett Case (North Carolina St.) had a fine frosh trio operating in the mountains in the persons of 6-5 Paul Brandenburg, 6-7 Bob Speight, and 6-9 Len Lovington.

Seton Hall's remarkable freshman team of 1949-50 (won 39, lost 1), led by 6-10 Walter Dukes, all trod the concrete last summer. They'll make Seton Hall a national powerhouse either this year or next.

Needless to say, practically every great player from New York City, including the entire City College national champ quintet, also slung hash and basketballs up in the Catskills.

(Concluded on page 62)

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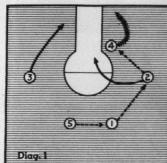


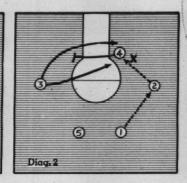
TODAY

By TIPPY DYE

Ex-Ohio State Head Coach Now at U. of Washington

Ohio St.'s Diag. 1949-50 Set Attack





10

EVERY basketball coach, in designing his front-court offense, permits a certain amount of free-lancing by

his players in order to fully exploit their individual abilities.

· By "free-lancing" is meant the liberty of each boy or group of boys in trying to get a good shot at the basket either individually or by a screen from a teammate.

Although the players must be given plenty of latitude, their free-lancing should have a plan behind it. Like every other type of offense, it requires practice. You should break down the possibilities of individual offense and spend quite a bit of time on them, as well as on two- and three-man plays. At the same time, you should make sure that these drills fit into your five-man pattern.

After our work with the individual and group drills, we set up our five-man front-court attack. Since most of our boys have played the pivot during their high school days, we try to capitalize on their abilities by placing the emphasis on pivot shots.

The accompanying diagrams show our planned attack (without any

free-lancing).

Diag. 1: The ball is moved around until the pivot man can be hit with a pass. The pivot shoots and the two forwards come in to help him with the rebound.

Diag. 2: If the pivot's guard (X-4) plays in front of him, the man on the opposite of the ball (3) will move into the pivot for a pass and shot, with the regular pivot (4) moving across the lane as a screen for 3.

Diag. 3 outlines a vertical double pivot. With the ball outside, the two pivots (3 and 4) set up one behind the other. The back man (3) then breaks out in front of 4 for a pass from 1 or 2 and a shot.

Diag. 4 shows a horizontal double pivot in which we try to feed either man for a shot. The three outside men change their positions slightly in order to have a good angle for the feed to the pivot. The pivot men revolve back and forth trying to get open for a pass and shot.

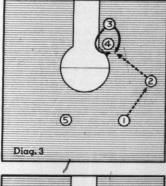
Diag. 5 delineates a good maneuver against an opponent (X-4)

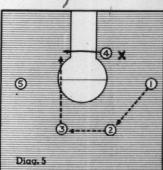
who plays our pivot man from in front. No. 1 has the ball and quickly passes to 2 who relays to 3. The latter then whips to the pivot man who has broken to the opposite side of the keyhole.

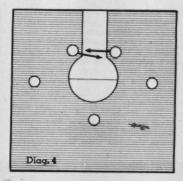
Diag. 6: If we want 1 in the pivot and the opponents are keeping their big man there to guard any one we send in to the pivot, we will line up with our regular man in the pivot and then run him to the opposite side to draw the big defensive man with him. No. 1 can then slip into the pivot position.

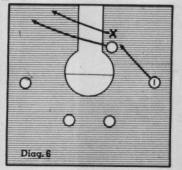
These are the maneuvers we use the most. I might add that our offensive rebounding is done by the three front-court men.

(Concluded on page 51)















OST modern attacking systems make extensive use of one or two pivot men, and "playing the pivot" has become one of the crowning arts of the game.

Wherever you find a Mikan, Kurland, Groza, Schnittker, Arizin, or Schäyes on the pivot line, you will invariably find a winning team.

The pivot man has four duties: (1) feeding the ball to cutters, (2) screening, (3) shooting, and (4) recovering rebounds. This is a tall order, and it usually takes a tall man to fill it. That's why the tallest man on the team, the center, is usually given this assignment.

While height is a vital prerequisite, it isn't everything, however. A pivot man must have other attributes—good hands, maneuverability, aggressiveness, coolness, intelligence, and strength.

The ideal type is a boy 6-5 or better who weighs approximately 200 pounds. The reason we want weight is for stability. We don't want the boy easily moved away from the basket either on offense or defense.

The mechanics of playing the pivot vary. I would say that a pivot man should adapt himself to the defense that has been set up against

Kentucky's Style

him. In some games, his guard will not give him much trouble. In that case, he may set up in front of the free-throw line and handle the ball without interference.

However, most defensive men will play him strongly to the side or out in front of him (unless the pivot sets up at least 12 feet from the basket). The front- or side-playing guard poses a problem. How is the pivot man to receive the passes from outside?

Intelligence and proper footwork is the answer. The pivot man may be able to step in front of his guard and cut in to meet the pass. Or he may set up under the basket, then cut out and toward the side to meet the ball.

When a great deal of opposition is met, we tell our pivot man to time his move so that he arrives at or slightly in front of the free-throw line, with the defensive man to the side or rear.

No good defensive man will dare play in front of the pivot at the free-throw line. He would leave himself wide open for a floating pass under the hoop.

We believe that the important thing is to get the ball to the pivot just as he arrives at his position. In other words, it is useless for a pivot man to fight his way into position, establish an excellent post, then not get the ball.

If the ball is not passed at precisely the right time, the guard will be able to maneuver into a position to start bothering the pivot man again. You will then have exactly the same situation which you tried to counter by having the pivot man move back to the end line and then come out. By synchronizing the passes with the pivot's movements,

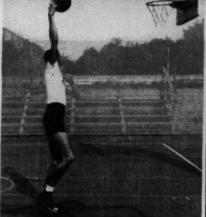














of Pivot Play

By ADOLPH RUPP

you can greatly expedite his play.

Sometimes it may be necessary for the pivot man to move down the side of the floor, reverse his man, and go to the free-throw line. It is impossible to establish a definite pattern for this. Every defensive man plays differently, and your pivot must play to his weaknesses. These weaknesses will best tell him how to establish his position.

A good pivot man should also be light on his feet. He should be able to control both boards, tapping in rebounds on the offensive board and taking the ball off the defensive board and passing it out quickly and accurately to fast-breaking teammates.

A keen sense of judgment is exceptionally valuable in pivot play. The boy should know when to pass and when to withhold the ball, when to reverse and go in for the

basket and when to step out for a

There are various types of basic stances. Some men like to stand with their feet together, legs straight, body slightly bent, head up, and arms out. This presents an extremely good target for the passer, and also gives the pivot man protection, since the guard will not be able to reach the ball as easily as he could if the pivot were crouched.

Some players prefer to keep one foot ahead of the other, bend over as far as possible, and reach for the ball. In the former position, the pivot is usually fed with a high pass. In the latter, a floor bounce is used.

When feeding the pivot from in front, we like to employ a floor bounce. It is seldom deflected or intercepted. From the side of the floor, we use a quick baseball pass or a (Concluded on page 60)

HOOK BY BILL SPIVEY

Kentucky's 7-foot center, while not a paragon of grace, most certainly is not a "goon." He can run, move facilely, and handle the ball nicely. Though primarily a feeder, he can shoot whenever necessary. The above sequence shows him tossing up a hook—a type of shot which Coach Rupp encourages his big men to moster. Spivey steps out with his left foot, brings the ball far back, and hooks it up with a straight arm. The ball is perfectly protected by the body and the extended arm, and is released way up overhead. The shot is practically impossible to block.

TO DRIBBLE AND LAY-UP

When pressed closely from behind on the pivot line, Spivey often makes effective use of this weapon. He fakes to the right and reverses with a pivot off his left foot. He takes a single dribble as his right leg comes around, then, as the right foot hits the floor, takes a long step with his left foot. He switches the ball to his left hand and curls up the lay-up as his body comes forward. This is a particularly fine stunt for a big man who can cover all this ground with a single step.

EXCLUSIVE COACL PHOTOS









All-American Jump Shooting

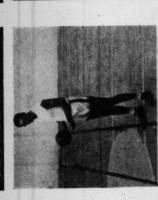
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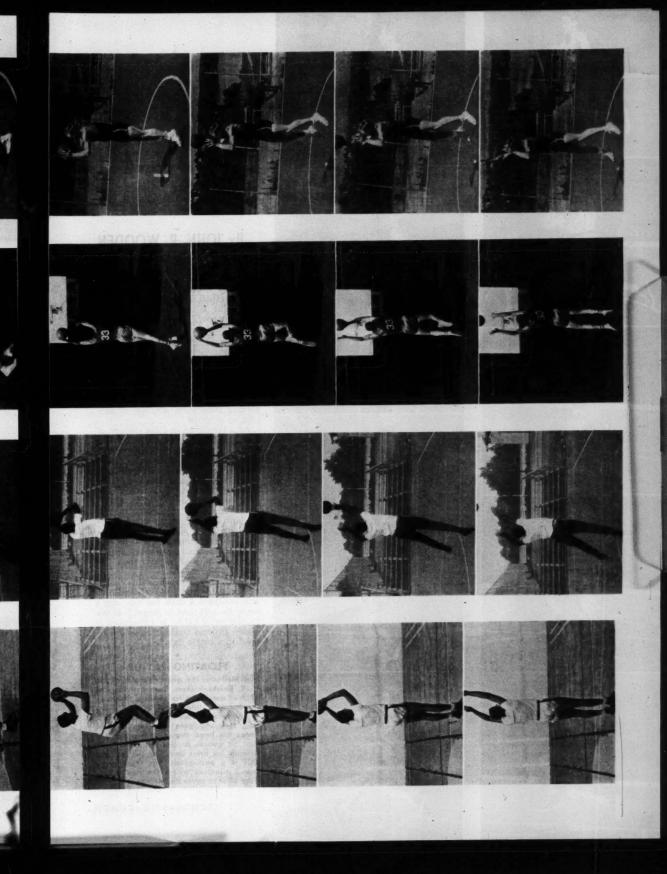


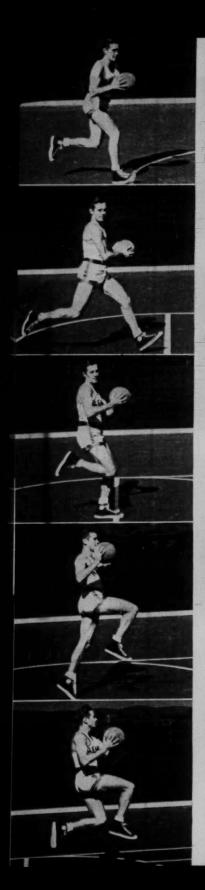


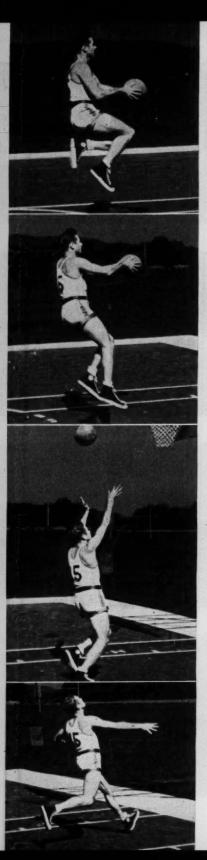












U.C.L.A.'s

By JOHN R. WOODEN

Head Basketball Coach

OST coaches agree that basketball is a game of habits. But I am inclined to go a little further. I think of it, particularly fast-break basketball, as a game of quick reactions to these habits.

The player who has to hesitate and think of the correct move will lose too many opportunites to obtain possession, to score, set up a score, or prevent an opponent from gaining possession, scoring, or setting up a score.

As a result, an endless amount of time must be spent on drilling and redrilling the players on the innumerable situations which will present themselves during a game and which will demand instinctive action if the correct play is to be made.

In order to accomplish a maximum number of drills in a limited amount of time, I am firmly convinced that, in addition to combining several fundamentals in the same drill, a definite practice schedule must be planned and then followed to the minute.

Many times a coach, in his eagerness to get something accomplished, will continue a drill for too long a time. He will tend to forget that the formation of habits and reactions is a slow process and cannot be developed in a single day.

FLOATING LAY-UP

Dick McGuire, the great trickster of the N. Y. Knickerbockers, demonstrates one of his specialties—a driving, floating, two-handed, underhand lay-up. After dribbling down the middle, he takes a long step and goes up. Note how he keeps his head turned to the right to fool his guard. At the last instant, he extends his arms and flips the ball up. This is a particularly fine stunt for a 3-on-2 situation where the two guards drop back to cover the men up ahead.

SCHOLASTIC COACH

Practice Schedule

Repetition is necessary, but the drills must be done from day to day with certain variations to prevent monotony, and not continued to the point of fatigue on any one day.

The coach must also remember that any new materials should be given early in the practice period after the players are properly warmed up but not physically tired to the point where their mental faculties are dulled. The learning process works in direct relation with physical fatigue.

As soon as our game schedule has been completed for the coming season. I make a tentative practice plan for the entire season, taking into consideration the schedule, my known material, things learned from the previous year, trips, vacation periods, final examination schedules, all data available on our opponents (with particular thought to our conference opponents), and other things that might have any bearing on the practice plan.

The week before practice officially opens, I arrange a daily schedule for the first week. After the first practice, I meet with my assistant coaches and go over the day's work. In light of what happened on that particular day, we may revise the schedule for the following day. This is continued every day for the entire season.

Thus, I have a tentative season schedule with certain objectives made out before practice begins, a weekly schedule made out before the first day of practice in that week, and a daily schedule made out before practice begins on any given day.

While I may change my weekly plan from day to day, I never deviate from the daily plan once practice has started. If I feel that we need more time on a certain drill than allotted or not as much time on something else, I will reallocate time on the succeeding days and will finish that day as planned. I feel that I can accomplish much more during the course of a season by handling it in this manner.

Four of our shooting drills are diagrammed below.

Fake Pass and Shot (upper left): Side man passes to center man, cuts for return pass, fakes back to center, and shoots-with center man following up. Each man then goes to end of opposite line.

Dribble and Pull Away (upper right): Player dribbles toward defensive man at foul circle, then uses shoulder duck and change of pace to get by him or to side for shot. Shooter retrieves ball, passes back, then comes out to take passive defense post.

Pass and Cut (lower left): Half of forwards on one side and half on other, guards in two lines out in front, a center on either side underneath. Center breaks out for pass from guard or forward, who cuts. If guard passes to center, he goes inside forward for screen. If forward passes to center, he crosses in front of guard. Guards and forwards change sides and center returns to original spot.

Set Shooting (lower right): Player shoots until he hits from each designated spot. After hitting, he fakes set, drives for one or two dribbles, and takes medium-distance push shot or makes a quick stop for jump shot. Player mixes up drives right and left.

Our three-man drills are dia-

grammed on page 40.

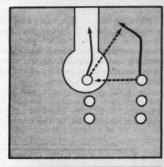
All these drills are worked into our regular practice plan. The following plan, covering one particular day last season, will give you a general idea of our program:

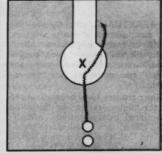
Monday-October 31, 1949

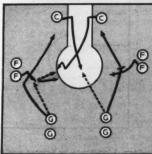
3:40-4:00, General Warm Up with Individual Attention.

- 1. Kraushaar pivot moves, needs more versatility.
- 2. Stanich push shot, not following through.
- 3. Sawyer-outside drives to mix up his game.
- 4. Alper defensive rebounding, losing control after obtaining possession.
- 5. Sheldrake defensive sliding. 4:00 - 4:15, Three-Man Drills-Full Length-Start Off Board.

(Concluded on page 40)







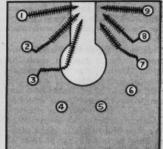




Photo by Ruben Limas, Phoenix Gazette

Third-Man Theme in Hoop Officiating

By JOHN D. RIGGS and THOMAS E. McCARTY

B ASKETBALL officials are the most abused of sports arbiters. Everybody complains about them: Some officials are "prejudiced," some are "blind," some are "slow," and some are just "incompetent."

Many reasons have been advanced for the "deterioration" in officiating—sectional interpretations, complicated codes, lack of adequate training, etc. Could be. But a more logical explanation is possible. It may be that the two-man system of officiating in vogue for the past 25 years simply hasn't been able to keep pace with the tremendously accelerated game.

This faster game has made an increased physical demand upon the players. Where it was once commonplace for five players to start and finish a game, most teams now use from 10 to 12 men in an effort to maintain as fast a pace as possible. State tournaments no longer limit the competing teams to eight players. They permit the use of 10 to 12 per team.

Yet, despite all these factors, despite all the rule changes designed to speed up the game, we still have the same system of officiating we had 20 to 30 years ago.

We may be sure these two officials are doing a much better job than they did with the "slow" game. If they weren't, the game would be entirely out of control. At the same time, we may be expecting too much from this two-man team.

Up until a few years ago, the metropolitan basketball league of Phoenix, Ariz., like the rest of the country, subscribed to the conven-

tional two-man officiating system. A situation then arose which made a change necessary, or at least advisable.

This league scheduled three games per night in each gym, and assigned three officials to work them. Two men could not work three games, and four men could not be evenly used in three games. So for the first half of the 1947-48 season, the officials would decide by the flip of a coin which two would officiate the first, the second, and the third games each night.

This procedure began to work quite a hardship on the official who worked the first and third games. While sitting out the middle game, he frequently caught cold.

From a desire to improve this situation, a system was evolved whereby all three officials worked all three games. The mechanics at first were quite awkward. But after careful planning and observation, a sound system of three-man officiating was worked out. This system proved very effective and satisfying to the teams and management as well as the officials.

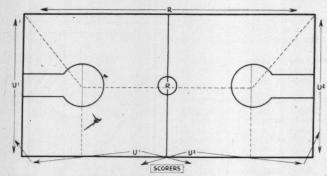
Briefly described the duties of the three officials are as follows:

The Referee faces the scorers' table for the entire game and tosses the ball on all jumps. He guards the sideline opposite the scorers' table, and follows even with the ball while maintaining a position somewhere on the sideline between the free-throw lines (see Diag. 1).

The Referee watches the ball when it is in the area of the court near him and within the area bounded by the broken line. When the ball is elsewhere, he watches the players nearest him.

The other two officials are called Umpires. Each takes a position which is reciprocal to the other, and alternate positions at the end of the first and third quarters.

On jump balls at the center circle, they take a position along the side-



Diag. 1, coverage by Referee and Umpires in the three-man officiating system.

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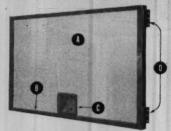
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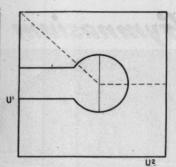
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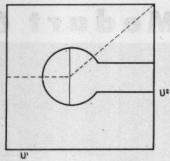
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Diags. 2 and 3, general coverage of the court by the two Umpires.

line nearer the scorers' table and about 15 feet from the mid-court line (see Diag. 1).

When an Umpire is the trailing official, he must guard the entire near sideline. The other official (the lead man) stays on the endline ahead of the play (see Diags. 2 and 3). Each watches the ball when it is near him and within the area bounded by the broken lines, and each watches the players near him when the ball is not in his area.

On jump balls at the foul circle, the lead Umpire gets on the endline ahead of the ball, while the trailing Umpire sets up on the sideline near the mid-court line (see Diags. 4 and 5). The Umpires assume these same positions on free throws, with the Referee supervising the free throws at both baskets.

The changed duties for the officials under the three-man system may be summarized as follows:

The Referee: (1) tosses all jump balls for entire game, (2) supervises all free throws, (3) guards entire opposite sideline, (4) maintains a position even with the ball and near the sideline between the free-throw lines.

The Umpires: (1) each Umpire gets a team captain and brings him to Referee in center of floor; (2) incoming sub may be beckoned on

court by trailing Umpire who will be near scorers' table; (3) trailing Ump is responsible for 10-second rule; (4) leading Ump is responsible for three-second rule; (5) trailing Ump guards near sideline, and lead Ump guards endline ahead of play.

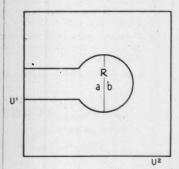
The three-man system provides an excellent opportunity for new officials, who have otherwise qualified, to gain actual game experience. One new man may work with two experienced men in selected games and when needed.

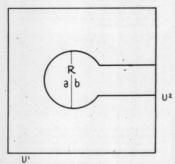
In the past, these new men have had to volunteer their services for preliminary games, practice games, or whatever games were available in order to gain the confidence of the coaches and the older officials.

Some people contend that as it is too many fouls are being called by the two officials, and that the addition of another official would increase the foul calls and thus tend to slow down the game. Actually, the reverse is true. The players, aware of the improved and more complete coverage of the court, tend to reduce their unnecessary and intentional fouls.

Records kept by the Phoenix metropolitan league show that since using three officials per game, fewer fouls per game have been called.

(Concluded on page 35)





Diags. 3 and 4, the coverage of jump balls in the foul circle.

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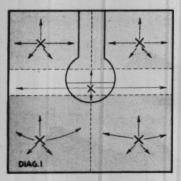
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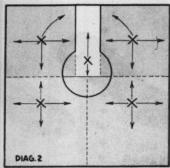
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Zone Defense



COACHES continue to pierce the winter air with cries that the zone defense diminishes

detracts from the game. The zone principle, they moan, blunts the beauty of the screen play, the dribble, the give-and-go, and many other artistic individual endeavors.

However, these very same coaches will, in an emergency, resort to the zone and think nothing of it. The zone defense, whether you like it or not, possesses definite values. Furthermore, it is a basic tenet of all defenses. Whenever you use the switching man-to-man, for example, you are actually employing the principle of zone defense.

The zone certainly has most coaches worried. Inevitably, the first question at many coaching schools is, "Will this work against a zone defense?" or "How can I break up a zone defense?"

Since I am a devotee of the zone. I would like to state that:

1. It requires as much ability as any other type of defense.

2. When other defenses fail, the zone or a variation of it may provide an effective stop-gap.

vide an effective stop-gap.

3. It fits in beautifully with a fast-

breaking offensive pattern.
4. It is a good monkey-wrench to throw into a screening offense. Since the zone plays the ball rather than the man, the offense cannot set up any screens.

5. It is an effective weapon with which to counter taller opponents.

By neutralizing the opponents' rebound strength, it diminishes the effectiveness of their fast break. 7. It has its weak points and can be scored upon.

A goal saved is a goal earned, and the zone defense may prove that stabilizing factor on that proverbial "off-night."

The employment of a zone does not necessarily commit a team to a static defense. I have successfully alternated the 2-1-2, the 2-3, the 3-2, and the checking zone defenses.

Diag. 1 shows a 2-1-2 type of zone, perhaps the most popular of all such defenses. It is particularly strong under the basket and very effective against an outstanding pivot man.

Diag. 2 shows a 2-3 formation, which can be used when the back men of the 2-1-2 are being outnumbered. This defense is effective against an under-the-basket attack but relatively weak against the long-shot and short side-shot games.

Diag. 3 outlines the 3-2, which has excellent offensive possibilities and

By EDWARD C. PENN

Coach, The Ruth (Nev.) School

can be used to stop a fast-break attack. Obviously it is weak in the free-throw area and against corner and side shots.

Diag. 4 illustrates the versatility of the zone in employing a rearline man-to-man defense and a front-line zone. For instance, the first man through may be picked up by the rear zone man on that respective side. The second man through may be picked up in like manner, while the third man may be taken by the center. The two front men will, in turn, zone off against the two remaining offensive men.

Contrary to the philosophy that you cannot effectively use two types of defense, I would like to ask what is wrong with using a zone and then coming back with a pressing manto-man to confuse the opposition?

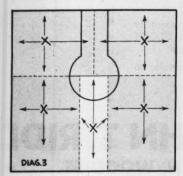
With the accent today on long accurate shooting, I believe the opponents should be picked up at the center line.

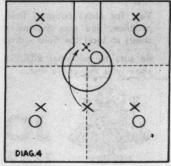
In general, a pressing zone is recommended against a long-shot attack, a, 2-3 against a driving game utilizing the short shot, and a 2-1-2 against an attack which features a good pivot man. Against a team with one outstanding player, a four-man zone can be employed with the fifth man playing the high-scoring opponent on a man-to-man basis.

The basic principle of the zone, of course, is to blay the ball. As a matter of fact, the eyes should never leave the ball. A good drill with which to inculcate this principle is to pit six or seven offensive men against the zone or zones you intend to employ.

The defense should work together as much as possible and always as an integrated unit. In this way, they can get the feel of the shifts and the new territory assignments. They

(Continued on page 60)







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Mid-Season X-Country Training

WHEN the cross-country coach has assembled his squad and sustained their interest through a judicious program of early season practices, he has passed the first milestone in the development of a successful team.

He has learned a few things himself . . . about the general makeup of his squad, about their practice patterns, about their attitude toward the sport, and, above all, about their racing courage.

Perhaps he has also learned to respect the "little fellow." He may finally have become aware that it isn't the size of the boy that counts in the race; it's the size of the race in the boy.

If the coach has learned his lesson well, then it's time he started teaching the boys the things they came out to learn.

The competitive period now thrusts itself upon the coach and his boys. If the mentor has conditioned them well through the first three or four weeks, they are ready for the real work.

All good coaches now realize that even high school cross-country is no longer a race for plodders; that is, unless one considers a couple of five-minute miles or thereabouts over hilly terrain as plodding. When you recall that literally scores of high school dual meets over a two and a half mile course are won in times approximating 13 minutes and 30 seconds, you realize that in high school competition this spells a need for speed.

Mid-season training must be plained to develop as many of the squad as possible to sustain 5 to 5:30 miles. If you have boys with outstanding ability, you need to point them toward an opening mile of about five minutes. Those not so outstanding should be aimed at 5:30, and those who are to be your all important fifth, sixth, and seventh scorers must be geared to miles of better than six minutes

With this thought in mind, the

coach must think in terms of speed work. To me, this means a work schedule which in mid-season stresses more and more fast 440's and 880's with a good sprinkling of fast miles. High school boys get into condition faster than grown men and should not need so much overdistance work in mid-season and late season practice.

Late October and early November cross-country practices should aim at the development of the finer points of form that wall cut valuable seconds off the boys' times. This is the time to concentrate upon hill work. The₂ boys' legs are ready for this sort of punishment.

By W. HAROLD O'CONNOR

Concord (Mass.) High School

If your races are frequently run over hilly courses, get out to some pretty good hills and run your boys over these rises several times on an afternoon. Watch the boys carefully for poor form on the hills and work on them until they almost automatically lean toward the slope and take the hill in a correct manner.

Drive home the point that the hill is the small, short-striding boy's golden opportunity to open up space between himself and those long-striding stylists who run away from him on the level and on the down grade. The short man can run the hills in normal stride, whereas the tall, long-legged boy almost always must chop his stride.

Don't concentrate entirely on uphill running. Teach your boys to free wheel without sprinting going down the slopes. Don't assume that they know how to do it. Watch them and be prepared for a big surprise. After many years of coaching crosscountry, I have come to the conclusion that more races are lost by poor downhill running than by poor uphill racing. Try it yourself if you need to be shown. Go down a couple hills too fast and notice your own breathless condition as you level off at the bottom. The boys' stomach muscles really take a pounding when they overstride on steep-grades. You may save important scoring positions by corrective practice on the slopes.

If you are fortunate enough to have a fairly long schedule of races at home, pick out the tough spot on your home course and have your squad practice on it over and over again until it becomes a real take-off point for your runners.

With a little psychology, you may take the sting out of the tough spot for your boys. Your opponents, lacking that constant practice on your course, are likely to lose heart when they see your boys start pouring on the speed over a particularly difficult area in your course. Remember that high school cross-country runners often lose races to themselves as well as to their opponents.

If you have a tough race coming up, be shrewd enough to give your boys every bit of help you can. Along these lines, have you ever thought about the fact that there is a pole position in a cross-country course as well as on a quarter-mile cinder track? There is, and the boy who is taught to use it can save many a valuable yard in his race.

Watch the experienced marathoners run a road race some day and see how they hug the inside of the road on long curves. If your course follows a gradual curve over any great distance, you should school your boys to hug the inside of the curves to save valuable distance.

It seems to me that a coach can take some of the strain off his boys in a race by setting up certain passing areas for them. Instead of letting the boys worry along battling everyone who tries to pass, the coach can ease this burden by planning certain passing zones in which his squad should attempt to move as a team.

He should not over-do this, however; for in the last half mile a boy should be taught to try to meet any challenge made by his opponents.

Finally, with races coming up every week, the team should be aided in another way, if possible. When a strong opponent must be met on a strange course, the coach should try to hold one practice over that course. Even if it merely consists of walking over the course with his team, he can still point out important features to be used in a bid for victory.

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Vaulting Over the Horse

A N ADJUSTABLE side horse is particularly adaptable to a sound, progressive vaulting program. Since the apparatus may be raised or lowered at will, the stunts may be graduated according to the ability of the performers. The wise instructor, however, will always start with the low adjustment, as this will/increase confidence and contribute to early success.

The springboard is placed lengthwise on a 5-by-10-foot mat; and the horse is brought into position at right angles to the board with the saddle just in front of it. Two 5-by-10 mats are placed end to end on the far side of the horse, and are covered with a 5-by-20 mat to give the landing area a double thickness.

The vaulter should attempt to maintain good form in each exercise, giving special attention to keeping the head erect, the knees straight, and toes pointed. The landing should be made with a slight flexion of the knees. This will help absorb the shock and maintain balance. The arms may also be brought forward or sideward to assure better balance on landing.

Since the hands are used on most vaults, it is necessary to warn the performer to wipe the perspiration from his palms. The use of magne-

sium carbonate in chalk form is recommended to prevent slipping and thus insure a good grip on the pommels.

Two spotters should always be used for safety, especially in the initial attempts at new exercises. One spotter should stand between the springboard and the horse, close to the saddle. The second spotter should deploy on the far side of the horse, near enough to the saddle to furnish assistance if necessary but far enough away to avoid interfering with the vaulter.

The far-side spotter must be ready to step in instantly whenever the vaulter loses his balance or catches a toe on the horse. When assured of the vaulter's safety, he may step from him.

The vaults in this series are arranged in general progression, with all entailing a double-take off (a spring from both feet).

As the vaulter becomes more proficient, the height of the horse may be increased and the springboard moved backward or away from the sidehorse. This arrange-

By C. E. MILLER
Physical Ed. Director, U. of Nebraska

ment will necessitate a faster and longer run, with increased spring and much more activity on the part of the spotters.

Exercise 1, Squat Vault to Saddle, Jump to Mat

This vault is instituted by a short run up the board, a light spring with the arms outstretched, and a reach for the pommels with the extended fingers. As the hands grip the pommels, the buttocks are raised and the legs and thighs flexed, bringing the knees close to the chest. The feet are then placed firmly on top of the saddle.

The next step is to lift the hands from the pommels and slightly extend the legs. As the body loses balance, the performer pushes from the saddle with his feet. He jumps to the mat in a standing position with his back to the horse. While quite simple, this vault gives the performer a chance to feel out the board and become accustomed to gripping the pommels.

Exercise 2, Squat Vault Through Pommels.

The same approach is used as in the squat vault to the top of the horse. But as the body passes over the saddle, the knees are brought to the chest so that the feet do not touch the saddle. After the feet pass the mid-point of the saddle going forward, the legs are extended and the thighs kept in a flexed position, with the feet together and toes pointed.



Approaching a balance over the saddle of the horse, preliminary to the completion of Exercises 1 and 2. After the feet pass over the saddle, the legs are extended. Head is up with eyes forward.



Illustrating Exercises 3 and 4. The shoulders are ahead of the hands, and as the forward movement continues the legs come forward over the horse and the hands are released and brought forward.

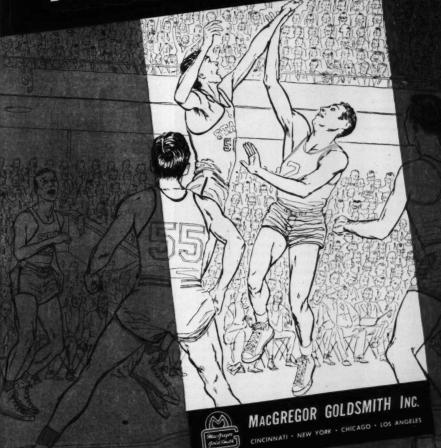


In Exercises 5 and 6, the athlete brings his right leg into squat vault position and his left leg into straddle vault position. Initial difficulty is to bring both feet together in landing.

MacGregor Gold Smith X10 L



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The forward movement is continued with a push from the pommels by the hands. The landing position is with the back to the saddle. After considerable practice, the vaulter may pause in a bent-body support position over the saddle for two to three seconds before pushing to the mat.

Exercise 3. Straddle Vault to Top

of Horse, Jump to Mat.
In his first few attempts, the performer walks up the incline of the springboard and places his hands on the pommels. He takes one bounce spring and, on the rebound, throws his feet to each side of the body (abducts) and raises his buttocks high.



Exercise 7, the side vault. Note spotters on both sides of the apparatus, and the placement of the springboard on a 5' x 7' mat. Note also that mats cover the base castings of the side horse.

He attempts to keep his legs in an extended position.

The feet are then placed on the outside of each pommel (the right foot outside the right pommel, on the croup; and the left foot outside the left pommel, on the neck). After the straddle position has been maintained for one second, the hands are released from the pommels and the extended arms are raised forward and upward. The vaulter then jumps forward to the mat, bringing the feet together. The landing position is with the back to the apparatus.

Exercise 4. Straddle Vault.

A short run without too much forward speed is best suited to this vault. As the spring from the board is obtained, both hands are brought sharply down on the pommels and a sustained push downward is exerted to assist in lifting the body above the horse. The legs are spread as wide as possible in the straddle position, and the head is raised so that the vaulter looks upward and forward. The trunk is erect.

As the vaulter approaches a position over the horse, the hands are released from the pommels and the vaulter continues his forward and upward motion over the horse, then downward to the far side to the floor mat. The landing position is a stand with the back near the far side of the horse.

Exercise 5, Half Straddle Vault Right, Half Squat Vault Left.

Begin this vault with a short run and light spring, grasping both pommels with an ordinary grip. As both feet leave the board on the rebound, the right leg is extended to the right (abducted) in the straddle position, while the left thigh and leg are flexed in the squat position. The vaulter passes over the horse in this position, the right foot going over the croup and the left foot over the saddle.

As the right leg reaches the midpoint of the horse, both hands are released from the pommels to allow the vaulter to travel forward. The vaulter lands in a standing position with feet together, facing away from the horse. It will take several attempts to perfect the ability to bring the feet together on the far side when coming to a rest on the floor mat.

Exercise 6, Half Straddle Vault Left, Half Squat Vault Right.

This is essentially the same as the preceding vault with the exception of the leg positions. The left leg will be in the straddle position as the vaulter passes over the horse, with the left foot going over the neck of the horse and the right thigh and leg flexed with the right foot passing over the saddle. The feet are brought together



Exercise 9, the rear vault. Note balance of weight over left hand. Left hand will be released and right hand will re-grasp left pommel as vaulter finishes in stand.

before coming to the floor mat, and the performer lands in a stand facing away from the apparatus.

Exercise 7, Side Vault.

After springing from the board, both hands grasp the pommels in the ordinary grip The thighs and legs are lifted sideways to the right, with the feet together. As the body straightens out over the horse, the right hand is released from the right pommel with a sharp upward lift to assist in keeping a straight body position horizontal to the top of the horse.

As the body passes over the horse and starts its downward course, the left hand is released from the left pommel. The feet then come to the floor mat and the vaulter finishes with his back toward the apparatus.

Exercise 8, Low Face Vault to Right. The first attempt at this vault

should be made with a spring from a standing position on the end of the springboard. This will give the beginner more body control. Later on a short run and spring may be em-

After the spring, place both hands on the pommels and turn the body to the left as the thighs and legs swing up and over the croup to the right in an extended position. As the body passes over the horse in a nearly horizontal position, the right hand is released from the right pommel and raised to the side. The left hand remains on the left pommel and the vaulter lands with his left side near the horse in a standing position, flex-ing the legs. The right hand is then brought to the side of the body.

Exercise 9, Rear Vault.

After the take-off, grasp both pommels, and as the upward motion of the body over the horse begins, turn the body to the right and flex the thighs with legs extended into a sitting position above the horse. The first attempts may be made from a stand on the end of the board, to assist in body control.

As the body passes over the horse, the right hand is released from the right pommel and is immediately followed by the release of the left hand from the pommel. The right hand regrasps the right pommel just before the vaulter comes to a standing posi-tion on the floor mat with his right side to the apparatus. By regrasping the right pommel, the vaulter assists greatly in keeping his balance when coming to the floor mat in the standing position.

Exercise 10, Forward Roll Over Saddle.

This exercise prepares the performer for two of the more difficult vaults that will appear later in the progression; namely, the upstart or kip from the saddle and the bent arm spring over the saddle.

The vaulter begins this exercise by (Continued on page 26)



Hand-balance position just before descent to mat in Exercise 14. Performer is ready to release right hand and break at waist, allowing his feet to reach mat.

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walking to a stand on the far end of the springboard, and grasping both pommels. With a one-bounce spring, he lifts his buttocks high into the air, bringing the chin to the chest and flexing the thighs and legs as the body begins the turnover above the horse. The arms are flexed as the roll-over begins. It is generally possible for the performer to bring the back of his neck near to or on the saddle of the horse. The roll is continued slowly with a gradual extension of the thighs and legs until the feet come to a rest on the floor mat. The hands remain on the pommels of the horse.



The position slightly past the mid-point in Exercise 15. Spotter's left hand-is on the middle upper part of the vaulter's back, while right hand is ready to lift trunk by grasping man's left forearm.

The spotter on the near side must keep the vaulter from falling to the mat if he, should "cut-back" at the beginning of the roll; or, in other words, extend the thighs and legs too soon in an upward direction vertical to the floor. The spotter on the far side must help during the roll and give adequate support under the vaulter's back so that the vaulter's grip on the pommels will not be broken and the roll-over is not too fast.

The far spotter must also assist until the vaulter's feet have been solidly placed on the floor mat. This is done by lifting the vaulter's trunk erect.

Exercise 11, Straddle Vault Without Use of Hands.

A brisk run of about five to ten feet and a good spring are necessary for the proper execution of this vault. As the vaulter leaves the board, the arms are brought upward and forward in a forceful manner to assist in obtaining the maximum height.

The feet are spread as far as possible (abducted), and the thighs and legs remain in the extended position. This position is maintained during the movement upward and over the horse.

On the downward course on the far side of the horse, the feet are brought together and the vaulter lands in a standing position facing away from the apparatus. The vaulter must keep the head up and attempt to keep the back arched.



In the kip, Exercise 13, or the bent-arm handspring over the saddle, Exercise 15, the performer finishes with the throw upward and outward of thighs and legs shown-here. Spotter is ready to lift trunk, in case boy freezes onto pommels.

The spotter on the far side should be in a position facing the far side of the horse, in readiness to place both hands on the vaulter's chest if it appears that the vaulter will not come to the floor mat feet first. Common faults in this vault include: too much spring, too fast an approach run, not keeping the trunk erect and letting the head fall with the chin on the chest.

Exercise 12, Dive Over Horse from Short Run.

The performer must have complete confidence in himself before attempting the dive, and should be able to do the short, long, and high dives in tumbling.

A delayed practice dive should be essayed first. The performer stands on the end of the springboard and, with the use of the hands, jumps to a support at the saddle. Next, he releases his hands and allows the body to drop over the saddle by bending at the waist. The hands are brought forward over the head and reach downward for the mat. The body is then gradually inched forward until a roll (forward roll) may be completed on the mat.

After this delayed dive has been attempted a time or two, the performer takes a short run and, as he leaves the springboard, brings the arms upward and forward. The body passes over the saddle in the simple dive position, with the hands kept in front of the body. As the body approaches the mat on the far side, the palms are placed on the mat with fingers pointing forward to break the landing shock; the chin is tucked to the chest and the thighs and legs are flexed.

The performer rolls over to a standing position—first on the upper part of the back, then on the curved part of the spine, and finally on the buttocks, bringing the feet in close with legs and thighs flexed as in the simple forward roll.

(Concluded on page 47)



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ETTING an offense started isn't always as easy as it seems. It can become a serious problem, especially with inexperienced teams. A pressing defense, for example, can ruin such a club. If the boys do not know what to do as soon as they get the ball, poise and morale will go out the window.

Coaches of inexperienced players must safeguard against this possibility. The way to do it is through equipping them with a definite set of movements, plus several simple variations, with which to start the offense.

When equipped with individual maneuvers which will help them elude their opponents and put the offense into motion, the players will acquire confidence and will rarely lose their poise against unusual de-

It is important to remember, however, that all of these tactics-team and individual-must become automatic through repeated drills so that they won't be forgotten in the heat of combat.

It is also important for the entire squad to learn the same offensive skills and drills, and to acquire the sort of perception that will enable them to anticipate the result of a teammate's maneuver to elude an

This idea can be developed by instituting certain fixed rules about individual offensive play. This will help fix the blame for interceptions and bad passes, and thus aid the coach in discerning weak spots and correcting faults.

Here are some suggestions to help a receiver in the back-court to elude a closely guarding opponent so that the offense may get underway

quickly.

One of the primary rules of offense is to keep moving. When receiving a pass, you must move to meet the ball. This helps prevent your opponent from getting in front of you for an interception. When closely guarded, you may employ any one of several simple evasive tactics.

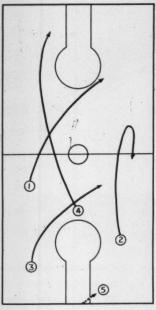
1. Stop suddenly, walk a step or two, then break fast.

2. Break fast and step directly in front of the opponent. This must be practiced for timing, since your teammate must pass at your opponent just as you come directly in front of him. This freezes the guard behind you where he can do no harm. In receiving the pass, bend forward at the hips and reach out for the ball with elbows high and wide.

3. Break at an angle across the floor to the side the ball is on. The pass will thus come to you down the court and not across the back-court

Getting an Offense Started

By I. STANLEY CORB



A simple formula for getting the offense started quickly (fast-break basketball).

where interceptions are costly and make the team look foolish.

4. Learn to take a pass on the tips of the fingers, so you can drop it in front of you and start a dribble without catching it, when moving at high speed. This keeps the "break" going rapidly and the ball moving forward out of danger.

This is a skill which needs practice for both receiver and passer. The pass must be aimed just above waist level and must lead the receiver. The latter takes it with one hand extended, fingers pointed up, and slightly flexed, but relaxed. The ball is dropped rather than pushed into the dribble.

5. If an opponent is covering you closely as you are attempting to receive a pass from a teammate behind you under the defensive board, use a pivot to turn back behind him

for the pass.

This is done by starting down the floor diagonally with the opponent at your side. Stop suddenly with the foot nearest him to the rear. Then, with the rear foot stationary, pivot back around him with the far foot and take the ball as you turn facing back towards your teammate.

6. If you have to come back along the sideline for a pass and you are closely guarded, always stop with the foot nearest the sideline to the rear. Let this serve as the pivot foot, The pass should be to the sideline so that you reach out of bounds for it. If your opponent over-runs you at all, first make a turn towards the sideline and then pivot back behind him and go.

This pass requires practice between passer and receiver for timing and accuracy. The receiver mustget the ball just as he comes to a

7. If you receive a pass and have to dribble, don't dribble away from an opponent bearing down on you. Dribble in front of him and try to stay there. Keep between him and the ball. By doing that you can use a high, long, dribble and move faster. A high dribble, well out in front of you, is also easier to watch with split-vision.

8. If your guard follows closely, use a teammate or an opponent as a screen to "brush" him off. Cut close so he will have to run into him or around him. This momentary diversion may give you enough time to break for the basket or receive

a pass.

9. Practice shouting for the ball so that you don't call too soon or too late. If you call too soon, you may be covered before your teammate can locate you. If you call toof late, your teammate may be covered before he can get rid of the ball. Call as he turns to look down the floor. This will enable him to locate you and prepare to throw as he finishes his turn or looks up after a scramble or fight for the ball.

10. Try to stay at least six feet from the sideline so you will have room to feint and maneuver.

11. Don't shout for a pass if one of your teammates is in a more favorable position, but advise the passer so he will be able to locate

(Continued on page 30)

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him rapidly and make the most favorable pass.

The player who recovers the ball on a rebound or from a scrimmage or interception must possess a number of skills that will enable him to get rid of the ball before he is smothered by an aggressive, pressing defense.

The following individual accomplishments will help:

- 1. Practice passing to teammates while they practice the evasive tac-
- 2. Practice locating a receiver while recovering a rebound and while making your turn. This means turning and passing almost in the same motion.
- 3. Learn to pass accurately with one hand—long, side-arm, overhead, and jump.
- 4. Never pass across the floor in the back-court, but always in the direction of the forward court.
- 5. Develop good split-vision, so that you can see the whole floor and pick out the best available receiver.
- 6. When recovering a rebound off the board, land with the feet well spread, tail well out in back, arms well out in front, and back straight. Then, if necessary, quickly move to the near sideline to get free to pass. Even when your back is to the forecourt, watch over your shoulder while moving toward the sideline.
- 7. Unless you know where every player is, do not bring the ball back of the head to keep it away from an opponent.
- 8. When covered or guarded closely, learn to watch the opponent's eyes and still see beyond him with split-vision. A quick feint may make the opponent blink, and the pass can be made at that moment.
- 9. Feints may be made with the eyes, head, ball, hands, and feet. They all require practice and timing to avoid the common fault of novices—looking where they pass.

To get an offensive started, speed is necessary. There can be no indecision. Each individual must move quickly in well rehearsed, loose patterns. The man recovering the ball must know what his teammates will do and approximately where they will be.

Since defenses will vary from pressing to waiting or zone, the players should be taught to prompt each other and advise the man with the ball to hurry or take his time.

Try to use a simple formula for getting rid of the ball. The accompanying diagram offers a sample of such a "quick break," or technique for getting the offense started quickly. (See page 28.)

Upon recovering the ball, 5 first looks down the floor at 1, next at 2,

and then finally at 3. This means he first looks towards his own basket for a man who may be clear. The play incorporates three possible receivers, easy to locate, all moving, and with no doubt about which one to pass to first. From that point on, the team can go into its offensive patterns or set plays.

If the defense drops back to wait, the team should be advised to get down ahead of them, if possible, before they can get set. When this isn't possible, the coach should make clear which player is to bring the ball up while the others get into position or start their weave or patterns.

This individual should be taught to use a high dribble and splitvision, so that he need not watch the ball. He must learn to feint well and be able to judge distance so he will know how close he can move to his opponents. His timing must be good so he can pass to a teammate at the right moment. He should be an excellent bounce and hook passer, and set shot.

Drills which inculcate feinting and bounce passing help ball-handlers get their passes through waiting or set defenses.

ELIMINATE UNCERTAINTY

It is important to remember that inexperienced teams gain confidence as they eliminate uncertainty. Knowing what to do helps remove doubts and gives players poise. But only the development of individual skills can make it possible to carry out even the simplest of assignments and make an offensive click.

As the players gain in skill, more complicated breaks may be developed, with "tap-offs" to assigned players in assigned territory. Or a special offense may be designed against a team which has been scouted.

If one player is assigned to take all pass-offs from recoveries, he should not have to play rebounds, and should be assigned to an opponent who remains back, so that he will not be kept busy covering a man who is doing a lot of shooting.

This type of offense is used most often against a waiting defense, and the ball is usually brought up by the dribbler while his teammates dispose themselves around the floor in their assigned positions.

It is also used frequently in a three-in offense, with the fourth man acting as a play maker and the fifth man hanging back to cover against the offensive break. This leaves one of the players free to receive pass-outs from scrimmages under the basket.

A Vital Message for your entire student body

from Howie Odell

Head Football Coach, University of Washington

Every athletic administrator concerned with the health and well-being of teen age youngsters will be interested in the message which appears on the next two pages. It offers a few sensible thoughts on the menace of alcoholic beverages. This is of vital concern to every high school student. While still in the formative years, he should be given a clear idea of the danger of alcohol—that alcohol in any form spells poison to the body—that it destroys the fine coordination between mind and muscle, and dulls the ability to think quickly and act quickly.

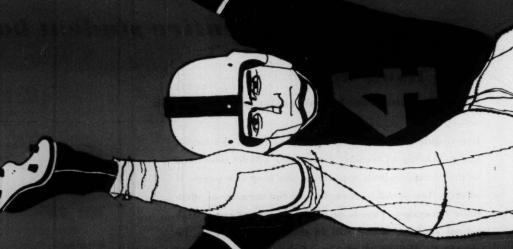
• The man who says these words knows whereof he speaks. Howie Odell has been a top-notch college coach for years, and he thoroughly understands the practical value of good health and condition both in sports and in daily living. His message deserves to be brought to the attention of every student in your school. You may remove it for bulletin board display by merely turning back the staples with a knife or letter opener. For additional posters, check the "Alcohol Education" listing in the Master Coupon on page 63.

ALCOHOL EDUCATION POSTER on the following pages

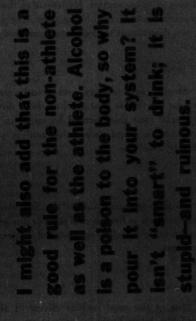




for Players and Spectators My advice to every athlete who wants to get the most out of his natural ability is to stay away from alcohol in any form. Alcohol is the athlete's worst enemy. It ruins his coordination, timing and



even the greatest athlete sinks to mediocrity. That's why I make "No Alcohol" my No. 1 rule.



Spain Olall



Questions and Answers on

ALCOHOL

Is Alcohol a Stimulant?

NO. It is a narcotic, and as such it suppresses or lessens the activity of living matter. By lessening the caution it gives a temporary sense of well-being. But over a period of time it acts as a depressant to both mind and body.

Does Alcohol Increase Endurance? NO. Alcohol saps energy and greatly increases fatigue. The reason for this is that alcohol slows down the removal of lactic acid (the acid formed by sugar in the body every time we exercise) and unless this acid is quickly removed the muscles soon tire.

Is Alcohol Good for Nerves? NO. Alcohol seriously upsets the nervous system. It disturbs the protective lipoids and dehydrates some of the moisture in the body which is so essential to proper functioning of the nerves.

Does Alcohol Improve Judgment? NO. One of the most serious effects of alcohol is on the cortex of the large brain, or cerebrum, which directs our thoughts and actions. It interferes with the "messages" which are received from the sensory nerves and also reduces normal "inhibition" or caution.

Does Alcohol
Aid Coordination?

NO. It interferes with both voluntary and reflex movements of the body, and completely upsets that "teamwork" between mind and muscle called coordination.

Three-Man Officiating

(Continued from page 16)

Because of the improved angle of coverage, the fouls may be called more accurately and precisely. There will always be an official ahead of the play, one trailing the play, and still another on one side of the play.

In the fast-breaking game, it is very difficult for two officials to satisfactorily cover several of the common play situations. Even a good official is often caught out of position by an interception of a pass followed by a fast break to the opposite basket.

This loss of position cannot happen in the three-man system because it is not necessary for the trailing official to follow the play as closely as he must in the two-man system. There are already two men down the court guarding the

There are some who say that the three-man system is an old man's style of officiating, that the officials appear lazy and slow. While it is true that there is less physical exertion required, this is not to imply that the official is lazy or that his vision and judgment are affected in

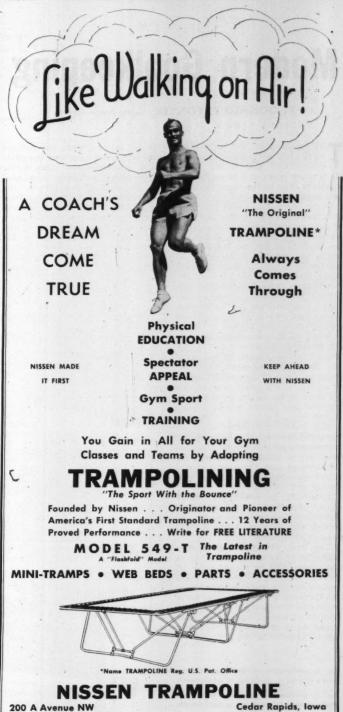
any way.

Officials who have worked under both systems admit that it requires more energy to work a single twoman game than it does to work three three-man games. But this is a distinct advantage. Does a man have better vision while running or while walking, or while standing? Does a man maintain better control of his judgment when his pulse is running high or when he is calm?

A few high schools were willing to experiment with the three-man system last season. In each instance the coaches expressed much satisfaction with the officiating and requested that more such games be

assigned to them. The experience with three-man officiating in the metropolitan league and in these few high school contests, warrant its use on a much more extensive scale throughout the country this season.

BOTH authors hail from Phoenix, Ariz. John D. Riggs is athletic commissioner of the Arizona Interscholastic Assn., while Thomas E. McCarty is manager of the Metropolitan Basketball League, a 36-team circuit (industrial employes, teen-agers, unrestricted) which plays 500 games a season.



Modern Goalkeeping

By DONALD Y. YONKER, Coach, Drexel Institute

THE goalkeeper in three-back soccer has rich opportunity for enterprising and daring play. He is much more of a threat to the attackers than in the more familiar two-back game.

In the older (two-back) game, he is literally the all-too-thin last line of defense with which to counter a scoring threat. In modern soccer, on the other hand, the net-tender may utilize the peculiar arrangement of his backs to exploit fully his own resition.

Offensive operations within the penalty area by any opponents other than those marked by backs and center half, can often be countered effectively by the keeper.

When such a movement develops dangerously, or when one of the three backs is beaten by his man, the goalie can advance yards in front of the goal to meet it, interchanging with at least two or even all three of the backs, with no fear that the goal-mouth will be unprotected.

The goalie, of course, must be complete master of all defensive movements in and around the goal area. He is literally the leader of his team at such times, and should direct goal-mouth operations with daring and confidence.

It should be noted that many varied situations calling for these defensive forward dashes by the keeper may develop. A few of them may be enumerated here.

The long, swinging high cross—either in or out—from the wing to the center will be one of these. A swift advance by the goalie, with his replacement in the goal-mouth by the three-back defenders, will prove more effective than the conventional method of having one of the three backs meet the threat while the keeper remains in the goal.

Fig. 1, goalkeeper advances while three backs retreat to positions in goal-mouth.

Fig. 2, goalkeeper advances while two backs retreat to positions in goal-mouth.

Fig. 3, angles of utility and futility.

In the latter system, the defense is by only one player and the goalguarding by the keeper alone. In the recommended method, the counter is by one man (goalkeeper) but the goal-guarding is by three players. It would be difficult indeed to score cleanly through this combination.

All other high balls arriving before the net within range of the goalie, should be handled in this manner.

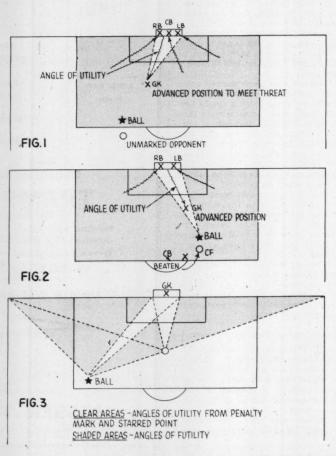
The arts of "lessening the angle"

and positional play are not lost to the goalkeeper in his newer and more daring role. Both of these are still employed when an offensive winger or center forward beats his defensive number and advances without opposition goalwards.

Here, again, it is necessary for the keeper to advance. In this instance, however, he does so cautiously and with due regard to his position in order to lessen the angle of utility of the threatened shot.

Other defenders, within range, should again replace the keeper in the goal-mouth, allowing him to unworriedly confront the unmarked offensive player. It is important for the goalkeeper not to advance recklessly unless this last line of defense is formed behind him. Only when he is "backed up" is he justified in remaining in the advanced position until the play resolves to his advantage or a clearance is made.

It is interesting to note that most modern photographs taken before (Concluded on page 59)





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Fleetball for Gym Classes

LEETBALL is a modification of touch football which meets the needs of high school and college physical education programs. An accelerated version of the touch game, it allows any number or length of forward, backward, or sideward passes. Every player is eligible to pass or receive, and the playing field is approximately twice as wide as it is long.

The advantages of the game may be enumerated as follows:

1. The simplicity of the rules is encouraging to the student who doesn't fully understand football, and is conducive to less arguing.

2. It is an exceptionally safe game for the boy who is not conditioned for physical contact sports.

3. The dimensions of the playing field permit a greater number of participants, and an unlimited variation in strategy.

4. Because everyone is eligible to pass or receive and because the field dimensions allow more team play, it offers the non-athlete a greater chance to achieve success than does touch football.

5. Though simple in its rules and regulations, the game lends itself to elaborate offensive and defensive formations.

6. It is fun—everyone gets into the act.

PLAYING REGULATIONS

The rules and regulations follow:

1. Playing Field: The playing field shall be approximately twice as wide as it is long, the exact length and width varying according to available facilities. A field 80 yards wide and 40 yards long is a good size.

2. Number of Players: Any number of players, up to 16 per team, may play the game. Teams of 12 players seem to work particularly well

3. Ball: A regulation football is used.

4. Length of Game: The length of the game may be varied to meet a specific situation. For example, if 30

By RICHARD I. MILLER

University of Illinois

minutes of the physical education period are available for Fleetball, this time could be used as one period of continuous play.

3. Scoring: A touchdown counts six points. A safety counts two points. The use of the point after touchdown is optional. If the extra point is used, the ball should be placed equidistant from each sideline and five yards from the goal line. The team attempting the extra point must pass or run the ball over the goal line.

6. Centering the Ball: The ball is put into play by a kickoff (punt, drop kick or place kick) or from the line of scrimmage (centering the ball).

METHODS OF CENTERING

One or two methods of centering may be used—either the conventional center pass or with the center facing his backfield and centering from between his legs. The latter method is conducive to a still more open game because of the wider range of targets. If this style is used, it is advisable to impose penalties for roughing the center.

7. **Kickoff:** The kickoff shall be used to start the game, to begin the second half (if there is a second half), and after each touchdown. The ball shall be kicked from the goal line at a point equidistant from the sidelines. The team kicking off must be lined up five yards behind the kicker and a player cannot advance down field ahead of the ball.

On-side kickoffs are not permitted. The receiving team may spread its players in any manner as long as no player is nearer the ball than half the length of the playing field.

8. Dead Ball: (A) All fumbles result in a dead ball. The ball is put into play where it touches the ground, by the team in possession when it was fumbled.

(B) The ball is dead when the ball-carrier is touched below the belt line by one or more of the opposing players. The ball is not dead if the carrier is touched above the belt line.

(C) The ball is dead if the ball-carrier falls to the ground so that one or both knees or one hand touches the ground. The ball is played from this spot.

(D) In case of an incomplete forward pass which travels from behind to over the line of scrimmage, the ball is returned to the line of scrimmage.

past the line of scrimmage, then: (1) an incomplete forward pass brings the ball back to the point from which the pass was thrown; (2) an incomplete backward pass takes the ball to the point where the pass touched the ground.

An incomplete pass behind the line of scrimmage takes the ball to the point where the ball touched the ground.

9. **Downs:** The offensive team has four downs in which to score a touchdown. If it does not score a touchdown in four downs, possession of the ball is given to the other team (exception in section 16-D).

10. Punting: No punting shall be allowed except at the kickoff when either a punt, place kick or drop kick may be used.

11. Out-of-Bounds: The ball is out-of-bounds when any part of the player carrying the ball touches the boundary line. The ball is put into play 20 yards in from the sideline. If the ball is fumbled and lands outside the playing field, possession remains with the team having the ball before the fumble.

12. Position of Players: On plays from the line of scrimmage, there is no restriction on how or where offensive or defensive players may line up. Example: All or none or part of the offensive or defensive players may be on the line of scrimmage.

13. Running: Any member of the offensive team can carry the ball. If (Concluded on page 61)

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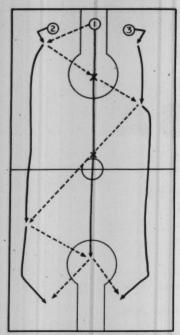


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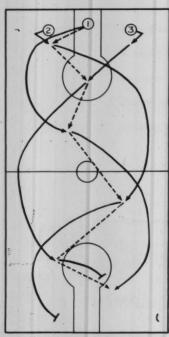
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Straight Lane Three-Man Drill, with ball always coming back to middle man in order to avoid cross-court passing. After the shot, middle man follows shooter.



Weaving Three-Man Drill, same as straight lane except that player passes and then goes behind the receiver.

U. C. L. A.'s Practice

(Continued from page 13)

- Straight lane chest and bounce passes.
- 2. Weave chest and bounce passes.
- Three passes and dribble down middle and pass off.
- 4. Side men out—short and long pass.
- 5. Pivot and cut by.

4:15 - 4:25, Free Throws (Six baskets).

Three men to a basket, shoot two and then rotate.

4:25 - 4:55, Shooting Drills (Four groups at different baskets).

- 1. Fake pass and shoot.
- Quick stop and pull away or jump for shot.
- 3. Hooks-right and left hand.
- 4. Lay backs.
- 5. Reach backs.
- 6. Dribble and pull away or push.
- 7. Pass and cut by pivot man for return pass.
 - 8. Set shots-medium distance.
- 9. Fake set and take one or two dribbles and push.
- 4:55 5:10, Defensive Footwork.

 1. Running backwards and side-
- wards.
 - 2. Sliding.
 - 3. Against dribbles.
 - 4. Against cutter.
 - 5. Shifting.
 - 6. Blocking out on board.

5:10 - 5:15, Free Throws (same as before). 5:15 - 5:20, Dribble Drills — Speed

and Control. 5:20 - 5:30, Team Fast Break —

5:20 - 5:30, Team Fast Break — Three Teams.

Run through patterns with no defense for the first couple of rounds. Then place two defensive men at each end, and one near center of court.

5:30-5:40, Team Set Offense — No defense today.

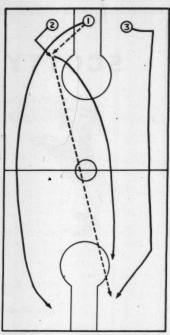
Stress moves of weak side men and timing. Review the two set plays with their options.

5:40 - 5:50, Team Defense with Fast Break when ball is obtained. Third group on offensive against first two groups.

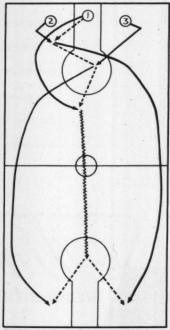
5:55 - 6:00, Free Throws—Make two at each of the six baskets, then off the floor and to the shower.

You will notice that a comparatively easy drill from a physical point of view usually follows a tough drill. We try to follow that idea at all times.

More fundamental and individual drills are usually given during the early part of each week, with the latter days stressing team situations a little more.



Short and Long Pass Three-Man Drill: No. 1 starts drill as before by passing to 2, but this time 2 throws length of floor to 3, who then shoots or pivots.



Three Passes and Dribble Three-Man Drill: Ball goes from 1 to 2 to 3 back to 1, who dribbles straight down middle.

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ANTHONY F. DOUGAL, Head Trainer of Dartmouth College, says:

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A MERICA'S reputation as a sportsloving nation is amusingly exemplified by the story about the weary GI in Korea and the newly arrived British soldier.

"Say, bloody rotten show here," said the Englishman. "Hell with the show," grunted the GI.

"Mighty impressive tanks." "Hell with the tanks." said the GI

with the tanks," said the GI.
"Now, now," remonstrated the Englishman, "remember the King sent us over to help."

'Hell with the King."

"Well, if that's the way you're going to be," the Britisher said huffily, "the hell with Joe DiMaggio!".

Back in the days when the Phillies were always rattling around in the cellar, the Cubs came into town one afternoon and soon were involved in one of those interminable 15-6 thrillers. The writers got bored about the fifth inning and began pelting each other with paper clips. Soon they changed the ammunition to paper cups. Then they filled the paper cups with water

Gerry Nugent, the Philly president, came tearing up to the press box. Water, it seemed, was spilling down into the stands, and Nugent admonished the writers.

"I'll have you know," he said, "we have fans sitting down there."

Warren Brown, the Chicago baseball writer, jumped to his feet, "Gad!" he cried, "What a story!"

A retired baseball magnate used to enjoy playing golf with his minister of the gospel because he could always beat him with ease. The minister took his lickings as long as he could and then complained to the old magnate.

"Now, now," the magnate chided, "don't get upset. You'll win out in the end. After all, you'll be laying me away for good one of these days."

away for good one of these days."
"Maybe so," replied the minister bitterly, "but it'll still be your hole."

Steamboat Johnson, the colorfulminor league ump, was handling a close game one hot summer afternoon. The fans, led by the local doctor, were riding him unmercifully. When life became unbearable, Steamboat stopped the game and marched to the screen behind the plate.

Pointing a trembling finger at the bellowing medic, Johnson yelled, "You got no right to beef, Doc. When you make a mistake, it's followed by a funeral. When I make a mistake, it lives forever!"

Just love the way those gossip columnists go around playing god. Early last month, for instance, Leonard Lyons ran this succinct item in his column: "All his fellow GIs at Camp Atterbury have asked that Curt Simmons be furloughed to pitch in the world series. He won't be."

Twenty-four hours later, the headlines screamed: "Simmons Granted Army Leave For Series."

After the last Philly-Dodger thriller, four boys appeared at the Ebbets Field gate each claiming to have the ball Dick Sisler hit out of the park for the winning homer. The first requested 12 balls for his; the second wanted six; the third wanted four; and the fourth wanted Sisler's autograph on the ball.

"Then yours must be the one," said Sisler to the fourth boy, and gave him 12 team-autographed balls in exchange.

Talk about garrison finishes! Yale, in the palmiest days of Frank Merriwell, couldn't match the sensational way in which Lindenhurst (N. Y.) High nosed out South Huntington High a couple of weeks ago. With six minutes to play, Lindenhurst was trailing 18-0. Then all hell broke loose. In the next 90 seconds, Lindy racked up three touchdowns and a point-after, to go ahead 19-18!

Here is exactly what happened, as relayed by Coach Duke Greenich:

1. Dick Chiesa raced around end for 40 yards and a touchdown, after which Milt Morahan plunged for the point.
2. Lindenhurst recovered an on-

side kick on Huntington's 48.
3. Al Chiesa went straight through the line for a second touchdown.

4. Kick-off by Lindenhurst. 5-7. Three running plays by Hunt-

ington.

8. Punt by Huntington, received by Dick Chiesa, who cut to his left and raced 60 yards for the third touchdown.

In other words, Lindenhurst racked up three t.d.'s on three consecutive plays!

Harmon Marks, publicity man at Morris Harvey College in Charleston, W. Va., begs to differ with an item that appeared in this department in September. The item stated that "West Liberty State College has not been beaten by a West Virginia school since 1942." Harmon, speaking for his coach, Eddie, King, wants us to know that in 1948 Morris Harvey knocked off West Liberty, 25-12, to win the West Virginia Intercollegiate Conference crown.

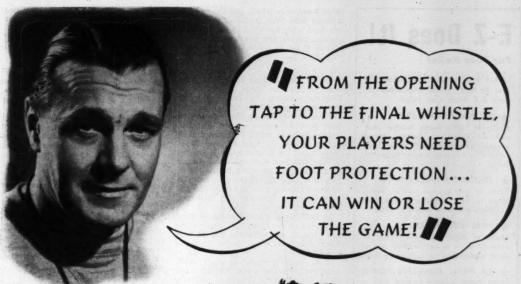
Here's a funny one from Hale Roach, of El Cerrito (Cal.) High, which occurred while Hale was working a junior college game between Contra Costa and Menlo. It seems that Contra Costa has a tough little safety man named Frank Hunt, who weighs 131 pounds sopping wet. "I had him here at El Cerrito and I know just how tough he is," writes Roach.

"Well, he was making tackle after tackle on the big Menlo backs, and on this particular play he brought down the 190-pound Menlo fullback with a particularly jarring tackle. As he jumped to his feet, he patted the Menlo boy on the back and said, 'Come on, boy, open up. You're loafing.'"

That William and Mary football team is driving the reporters crazy. Besides having to spell Miodussewski, Magdziak, and Kovachevich, they must also remember that (a) four of the offensive linemen play in the defensive backfield, (b) three backfield men alternate at three positions, and (c) one of the boys plays eight different positions!

As far as we're concerned, the perennial collapse of the Red Sox is about as mysterious as the formula for water. The team is simply over-rated. Luke Appling hit the nail right on the dome when he recently said: "That left-field wall in Boston is a disgrace to baseball. The Red Sox learn to hit the wall in Boston and then they go on the road and have to switch and hit straightaway. They can't do it. Visiting players have the same wall to shoot for, of course, but they have only 11 games a season to go for ittoo few for which to change a batting style.'

This sentiment is echoed by Joe Gordon, of the Indians. "I think the Red Sox have been the most over-



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rated team in baseball, and they prove it every time they get away from that left-field wall. I could extend my own playing career five years or more if I played those 77 home games in Fenway Park."

It's an old baseball adage that any team which can come up with two 20-game winning pitchers should cop the pennant. So how do you figure the Boston Braves? In 1947 Spahn and Sain won 21 games apiece, yet the Braves finished third. The past season Spahn copped 21, Sain 20, and Bickford 19, yet the Braves finished fourth.

The Red Sox had the same bitter experience in 1949 when Parnell won 25 and Kinder 23, yet the club lost out to the Yankees, who had only one 20-game winner (Raschi) and no other chucker who won as many as 18.

In 1944, Detroit had a 29-game winner (Newhouser) and a 27-game winner (Trout), yet lost out to the Browns who didn't have a single 20-game winner.

The record for this sort of stuff, however, is held by the 1920 Chicago Cubs. Despite four 20-game winners, they couldn't cop the flag!

On the other side of the fence are the 1941 Yankees. That club clinched the pennant by Labor Day, yet didn't produce a pitcher who could win more than 15 games! Ruffing and Gomez were the big winners with 15 games apiece.

Art Beckner of Muncie (Ind.) High relays the one about the Indiana basketball coach who had just had his team eliminated from the state tournament. After the crowd had left, the coach dejectedly approached the pay phone to call a friend. To his surprise, he discovered he had no change. He called to a passerby, "Hey, Mac, lend me a nickel. I want to call a friend."

me a nickel. I want to call a friend."
"Here's a dime," replied the stranger,
"go call all your friends."

Hey, all you track coaches, want to know how they used to teach running in the old days? Here's an excerpt from the Boy's Treasury of Sports, published in 1854:

"In running, the body should be inclined forward, the head be thrown somewhat back, and the respiration restrained; the upper part of the arms must be kept close to the sides; with the elbows bent; and they should not be swung about, but moved as rarely as possible, in order that no opposition may be given to the free movement of the body by the fluttering of the clothes

ment of the body by the hardship the clothes.

"As the pupil advances in proficiency, he may try to run long distances in a given period of time; and he will find running in a circle an exceedingly good practice, if he vary the direction so as to work both sides equally. The pupil should be learnt to make his inspirations as long, and his expirations as slow, as possible, long wind being of the utmost consequence to a good runner; but he must invariably cease running the moment his breath becomes short and painful, and perspiration takes place.

"A mile in five minutes is reckoned good speed, although it has been achieved in four minutes and a half; and to run four miles in 20 minutes, is considered a feat that the best runner, would be most happy to accomplish."

The immortal Babe Herman once complained to a reporter, "I'm no clown. I'm a serious guy. I read books. Why. don't you say something serious about me sometime."

"All right," said the scribe. "What do you think of the Napoleonic Era?" Babe scratched his head in deep thought for a moment, then drawled, "I think it shoulda been scored as a hit".

When grades for the fall semester at UCLA were issued last February, George Stanich, the Pacific Coast's greatest all-around athlete, received straight "A's" with the exception of one "B." The subject—physical education! Stanich, incidentally, has received but one "C" in his three years at UCLA. The "C" subject—physical education!

Raised-eyebrow department. Here is the way the two most distinguished papers in New York—the Herald-Tribune and the Times—covered the Yankees' reaction to their world series victory:

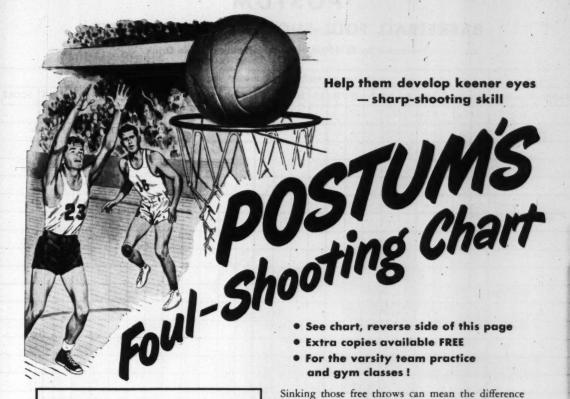
It was old stuff. The Yankees' dressing room was as devoid of post-series hysteria, shenanigans, horse-play and piercing expressions of twenty-four-karat joy just as the play on the field had been lacking in suspense. The world champions for the third time in four seasons just peeled off their working clothes, took a shower and departed. . . World Series victories gave them a feeling of accomplishment, and little else.—Harold Rosenthal in the Herald Tribune, October 8th

The place [Yankee dressing room] was a scene of noisy celebration. Headed by Coach Frankie Crosetti, Pitcher Ed Lopat, Manager Casey Stengel, and Coach Bill Dickey, this smiling, happy band came trooping into the clubhouse yelling and stamping and smacking each other on the back or playfully roughing each other up. The racket started with the stamp and scrape of spiked feet and swelled gradually, in an amazingly brief period, to roaring volume as, spontaneously, the clubhouse presented a mob scene.—James P. Dawson in the Times, same day.

The poor Tribune is having a bad season. Here's another item from its sports pages:

What made it [Dartmouth] particularly unhappy was the treatment given it by Lowell Perry, a fleet sophomore who plays safety man for Michigan and offensive left end. He intercepted four of Clayton's long passes, two of them in the end zone, and caught one of his own for the forty-seven-yard touchdown play that put Michigan ahead

All contributions to this department are still being gratefully accepted.



Read These Scientific Facts!

Both coffee and tea contain caffein. And caffein is a drug, a nerve stimulant. So, while many people can drink coffee or tea without ill-effect -others can't! Particularly in the growing years, it is important to avoid caffein. For it can cause "coffee-nerves," indigestion, sleepless nights. Postum contains no caffein or other drugs - nothing that can possibly harm anyone!

HUGHIE BURNS

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Vaulting Stunts

(Continued from page 26)

Exercise 13, Upstart or Kip from Saddle.

After a short run and spring, the vaulter grasps both pommels firmly and rides the spring high, keeping the center of gravity over the mid-point of the saddle. The arms are slightly flexed, the chin is tucked to the chest, the thighs are flexed, but the legs are extended. As the body weight passes the mid-point of the saddle in a slow rolling motion, the thighs are extended in such manner as to throw the feet in an upward and outward direction.

The arms are then extended and a push is given by the hands on the pommels. The head comes forward and the trunk is raised erect. The proper landing position is a stand-on the floor mat with the back to the far

side of the horse.

The spotter on the far side must be ready in case the performer releases his grip on the pommels without the kicking movement of thighs and legs, and must also keep the performer from falling on his face in the event he gets too much throw of the thighs and legs in conjunction with the push from the pommels.

The spotter on the near side must be alert in case the performer extends the thighs and legs too soon or too perpendicularly, as this will produce a fall between the far end of the board and the near side of the horse.

Exercise 14, High Face Vault.

A fast run and an exceptionally good spring is essential here. After the takeoff from the board, the hands grip the pommels and the performer rides the spring upward over the horse with arms extended. The shoulders remain above and a little behind or even (in a vertical line) with the hands on the pommels. When the buttocks reach a point directly above the saddle, the thighs and legs come

THIS is the third and concluding installment of a series of articles on gymnastic vaulting by C. E. Miller, physical education director and former varsity gym coach at the U. of Nebraska. In his first article in September, Mr. Miller elaborated on the advantages of a vaulting program and proffered some basic considerations in regard to apparatus and technique. In his second installment last month, the author presented an illustrated lesson plan for vaulting stunts over the parallel bars (using the springboard).

into position, both being extended. The body is then in a hand-balance above the saddle.

As the hand-balance position is lost and the forward and downward body movement begins, the right hand is released, and the thighs, legs and trunk cut down to the right on the far side of the horse by bending at the waist. About halfway to the floor mat, the left hand is released from the left pommel. The performer then comes to a stand on the floor mat with the left side of his body near the far side of the horse.

Exercise 15, Bent-Arm Handspring.

The performer must support his weight on his hands during this vault. As the spring is obtained, the hands firmly grasp the pommels. The arms are flexed slightly, the chin is tucked to the chest, the buttocks are raised

high, and the thighs are flexed while the legs remain extended.

The body continues the forward roll over the saddle, and as the weight shifts to the far side of the horse the performer sharply extends the thighs and legs upward and outward, as in the kip from the saddle (Exercise 13). At this same instant, he pushes from the pommels by extending the arms.

The spotters on both sides of the apparatus must be particularly alert to see that the performer does not slip back to the floor on the near side of the apparatus or overshoot the throw of the thighs and legs with the push from the pommels. This will result in a face landing on the floor mat at the far side of the horse. Have the performer check his hands for excess moisture to assure the maintenance of a good grip on the pommels throughout the exercise.





National Federation NEWS Edited by H. V. PORTER

BECAUSE of the wide variance in the rules used by different basketball groups last year, the National Basketball

Committee is urging all groups to adhere to the rules book for the current They urge that the game be played by the book, unless application is made to engage in one of the several experimental projects being undertaken by the Committee.

These projects are designed to throw light on the question of whether the present penalty for a personal foul is severe enough to discourage fouling and on the question of whether it is desirable to place limitations on the "keep away" type of play now customary during the last few minutes of play and which, it is alleged, is the primary cause for the increased number of fouls committed by the defense.

The Committee has outlined four experimental projects:

1. Modify the penalty rule so that (a) each personal foul will invoke two free throws and (b) all free throws will be taken. Such a modification would make the penalty for a foul considerably more severe than at present.

2. Modify the free-throw rule so that, while the number of free throws for a personal foul will be the same as the present, play will be resumed by a jump ball at the nearer freethrow line if the last free throw is successful. Such modification would make the penalty more severe than at present, but not as severe as in

3. Modify the held-ball rule as to prescribe a jump ball if a team is in continuous possession in its front court over 10 seconds. Such a modification would tend to eliminate the "keep-

away" type of play

Modify the disqualification rule 4. so that a player will be permitted three personal fouls in each half. If removed for a third personal in the first half, he would be permitted to re-enter in the second half and remain until he commits three personal fouls in that half. Such modification would make it easier for a very active player to remain in the game a longer period of time.

Through arrangement with the N.B.C., one college conference will play under Item 4. All high school games in Illinois will be played in accordance with a part of Item 1. i.e., no free throw may be waived and the personal foul penalty rule will be interpreted in such way that nearly all fouls will carry the two free-

throw penalty.

All high school games in New York will be played in accordance with a part of Item 1, i.e., no free throw may be waived and all personal fouls during the last three minutes of the game will result in a penalty for two free throws.

Telecasts: Experiments connected with the telecasting of athletic events are being carefully observed. These experiments may have an influence on certain high school activities such as state-sponsored tournaments and some of the high school contests which draw great numbers of spectators. These experiments are of at least three types.

1. The telecasting of certain contests is permitted provided the sponsor of the telecast will guarantee the school against a reduction in the average gate receipts for the last year or more. The Pacific Coast Conference

is trying this.

2. Certain contests are televised for use at a selected group of theaters where the game is shown on the screen a few seconds after the action on the field. Some Western Conference schools are trying this.

3. Pictures are taken of certain contests and these are telecast the

next day.

4. Certain contests are being telecast without any restrictions and a study is being made to determine whether this tends to increase or decrease the attendance. Some Eastern Conference schools are trying this.

5. Certain contests are being telecast without any restrictions but through a sponsor who pays a high enough fee to make it profitable for the contest management, even though there should be a considerable decrease in attendance. This plan is used for the World Series in baseball where \$800,000 is the fee.

All these results will be carefully studied and discussed at the National Federation annual meeting. Each state high school association will adopt its own policy in connection with the state - sponsored basketball tourna-

ments.

Track activities. To avoid some of the crowding that occurs in most relay races, Sam Monetta of Toledo reports that in Ohio and Michigan state-sponsored meets, the team members are staggered in pairs rather than at each relay station.

If A-1 and A-2 have the inside lane,

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Some of the valuable features of the text are:

1. Diagram and discussion of the tumble turn. This diagram is so well illustrated it really needs no discussion. 2. A revised conditioning and diet table of higher caloric content is presented. Through recent investigations at the University of Iowa and the University of Southern California a wider choice of food is recommended.

discussion of the recently successful Jananese and Marshall of Australia and Yale type of crawl arm stroke

and leg kick.

4. New discoveries formed through investigations at the University of Iowa research laboratories discussing the elimination of the bow wave for greater speed. The nonpropulsive force of the crawl flutter kick at certain speeds. The investigative results of the open or closed fingers of the hand while stroking the various swimming strokes.

5. Diving techniques have been greatly improved for coaching and teaching as well as an aid to the student. A method for teaching beginners advanced diving.

A new chapter is added on method of conducting a o. A new enapter is added on method of conducting a dual or championship swimming meet. A diagram showing the equipment placement around the pool. Things to do before, during and after such meets. A discussion of duties of each of the officials is presented.

7. American and World records for both men and women, are an addition.

are an addition.

8. A new approach to the conditioning of swimmers in light of the modern types of competitive strokes.

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then A-3 and A-4 are placed in the outside lane. It is believed that this reduces the congestion caused when A-1, in the inside lane, must cross over to the outside lane at the second relay station, after which A-2 must again cross the field to reach the inside lane at the third relay station.

The new edition of the track and field rules book, which will be ready in December, will list two new interscholastic records - an 18.9 sec. mark in the 180-yards low hurdles by Steven C. Turner of Glendale, Cal., and a 1:53.9 mark in the 880 by Lang V. Stanley of Jefferson High, Los Angeles.

Annual meeting. The 1950 annual meeting of the National Federation will be held in Mobile, Ala., on Dec. 27-30. Each state executive will receive a blank on which to indicate the probable needs of his state representatives as far as hotel accommodations are concerned. The Battle House has made a special rate of \$5 for a single room and \$7 for a double room.

The first general sessions will be held on Wednesday, Dec. 27, thus permitting delegates to remain home Christmas Day. The National Football Committee will meet late Saturday noon, Dec. 30.

Age limits: The new edition of the National Federation Handbook lists the age limits in the different states. A comparison with the list in the last edition indicates a gradual lowering of previous age limits. In most cases, action has been taken after a thorough study of the number of cases which will be affected and the causes.

One such study was made in Michigan and the results were used in adopting an age rule whereby a stu-dent must be under 19 years of age at the time of a contest except that he may continue to participate through certain sports seasons if his 19th birthday occurs after a specified date.

The study which preceded adop-tion of this rule called attention to the surprisingly few students who would be affected. Probably each state would find a similar situation and, in the light of the small number, it is difficult to understand the great heat which is usually engendered when an age rule is brought up for action.

Baseball: Reports from spring and summer baseball contests indicate that interest in this sport continues to grow. As an illustration, the Illinois state final tournament of last June had an attendance of approximately 12,000. Of this number, 5,000 (more than the seating capacity of the field) attended the final game.

While this is small in comparison with attendance at professional games, it looms large when compared with the situation a few years ago when a state high school tournament drew only a few hundred spectators. This is the second successive year that the Illinois state final series has been selfsupporting. Prior to that time, the baseball activities were subsidized from funds raised by other sports, primarily basketball.

In the summer program sponsored by the Iowa High School Association, approximately 150 schools held their teams together during the summer and participated in the summer championship series. The final games were well attended.

In Minnesota, one of the most successful tournaments of the Minnesota summer program was held during the

last week in June.

The Southeastern States Tournaheld at Tuscaloosa, Ala., during the latter part of June, resulted in some of the most interesting games that have been played during the several years in which this tournament has been held. The quality of play was high and nearly all games were closely contested. Lanier High School of Montgomery won the tournament.

There were several interesting occurrences in the final tournaments. States, such as Idaho and Wisconsin. permitted a player to re-enter once after being withdrawn and many teams took advantage of this regulation. The regulation appears to be popular since it gives a greater number of boys an opportunity to compete.

In Illinois, a tournament regulation provided that a game-would be terminated at the end of five innings if one team was, at the time, at least 10 runs ahead of the opponent. In the state final tournament, this occurred in three of the seven tournament games The primary purpose is to enable the management to maintain a reasonable time schedule.

Ohio State's Attack

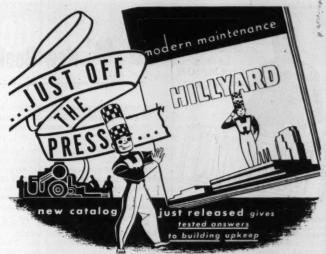
(Continued from page 7)

We feel that if we can do most of our shooting from close in, our percentage will naturally be high. And time has proven us right. Example: Last season our team hit on 35% of their shots for a new Big Ten record. In one game we shot 49%, in another 46%, and in a third 42%, all of which were new individual game records.

Our offense might be called an individualistic and free-lance game. We always try to get the ball to our pivot man for a shot. If we cannot accomplish this, our guards and forwards free lance in order to get a shot.

We also interchange pivot men to further harass the defense, and sometimes play a double pivot when trying to get the ball to a particular pivot man for a shot.

The opponents will often make it difficult to feed the pivot by sagging on defense and by having the pivot's guard play in front of him. To cope with these tactics, we have had to work on numerous methods of feeding the pivot.



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• FOOTBALL KICKING TECHNIQUES. By Ken Strong and Emil Brodbeck. Pp. 133. Illustrated. New York: McGraw-Hill Book Co. \$3.

NO one in the nation is better qualified than Ken Strong to expound the mechanics of kicking. An all-time grid great, Ken was particularly noted for his tremendous kicking, both in college, where he was All-American, and in the pro ranks, where he really came into his own.

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ics of place and drop kicking.

The book represents a down-toearth guide to kicking, and will help
anybody interested in learning or
teaching the art.

U. S. Naval Institute Manuals

ONE of the best breaks the coaching profession ever got in the way of book aids was the release of the Naval Aviation V-5 training manuals for civilian consumption.

These coaching texts are among the finest ever published. Each is stunningly bound, printed on the finest stock paper, illustrated with hundreds of pictures, and covers the 'specific sport in complete detail.

Over 2,000 of the nation's leading coaches and physical educators participated in the planning and operation of the V-5 program, and most of them actually contributed in the preparation of the manuals. While in some instances only one man did the final writing, each project was conceived and executed as a group enterprise.

The books were originally released several years ago by A. S. Barnes & Co., New York. They now appear in revised form fully up-to-date, with added material covering new techniques.

The complete list of titles, together

with the revisional committees and other pertinent data, follow:

FOOTBALL. Revised by Don Faurot, Bernie Bierman, and Matty Bell. Pp. 246. \$4.

BASKETBALL. Revised by Gordon Riding, Sam Barry, and Ken Hashagen. Pp. 259. \$4.

TRACK AND FIELD. Revised by Larry Snyder, Charlie Werner, and Frank Ryan. Pp. 217. \$4.

SOCCER. Revised by Earle Waters, John Eiler, and A. E. Florio. Pp. 192. \$4.

SWIMMING AND DIVING. Revised by Ben Grady, Alfred Barr, and John Higgins. Pp. 423. \$5.
WRESTLING. Revised by Cliff

WRESTLING. Revised by Cliff Keen, Dave Bartelma, and Charlie Speidel. Pp. 182. \$4.

BOXING. Revised by Roy Simmons, Ike Deeter, and Tony Rubino. Pp. 288.

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HAND-TO-HAND COMBAT. Prepared by the Training Division, Bureau of Aeronautics, U.S. Navy. Pp. 228, \$4

All these books may be purchased direct from A. S. Barnes & Co., 101 Fifth Ave., New York 3, N. Y.

 RECREATION (Revised). By Ferd John Lipovetz, Pp. 354. Illustrated—photos and trables. Minneapolis: Burgess Publishing Co. \$4.50.

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The materials have been grouped in sound fashion with all the emphasis on practicability. The six main sections include: General Organization and Administration; Intramurals, Pre-School and Recess Play; Summer Playgrounds; Social Centers — Fall, Winter and Spring Programs; Social

(Concluded on page 62)

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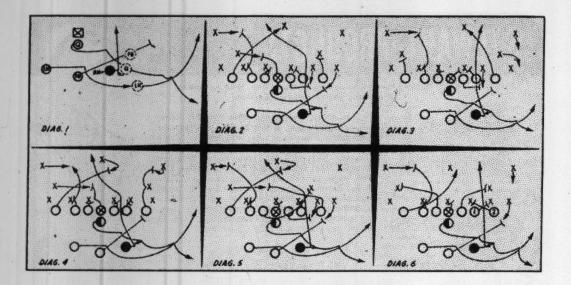
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Halfback Stutter Sequences

N THIS day of hair-trigger defenses, looping linemen, and shooting linebackers, many of the more progressive T-Formation stylists are concentrating more than ever on working additional refinements into their sequences of delayed plays and trap maneuvers.

Their objective is to incorporate a change-of-pace which, on a given play, will simultaneously (1) force the defense to commit itself before the offensive hand is revealed, and (2) entice key defenders out of position by unusually effective fakes or "draw" maneuvers.

So successfully has the latter point been achieved by well-designed and competently executed stutter plays, that the more determined and aggressive the individual opposing defenders may be, the more likely it is that they will be repeatedly led into charging themselves right out of the area of attack.

Essentially, the stutter sequences are auxiliary in nature. They do not replace the more conventional quick-hitting maneuvers. Rather, they provide an effective change of tempo from the usual high-velocity type of offensive thrust.

By contrast, the stutters are the rocket weapons of the T-arsenal. After a split-second hesitation at the instant of launching, they accelerate swiftly and burst into a variety of patterns which can prove completely disconcerting to defenses set up in anticipation of the more commonly employed offensive tactics.

The halfback stutter series achieves its peculiarly deceptive qualities by employing front-faking on the part of the furback while the decoying half crosses behind the delaying or "stuttering" back.

The basic mechanics of the stutter plays are shown in **Diag. 1.** The dotted circles indicate the respective positions of the different backs at the instant in which the quarter makes the hand-off.

As will be noted, the stutter-back, in this case the right-half, jab-steps or counters to the outside as the full and faking halfback, respectively, cross before and behind him.

The quarterback, breaking out of a quick reverse spin, fakes to the fullback as if on a slant play. Then, crossing on the heels of the full and in front of the jab-stepping stutterback, the quarter employs a close-in

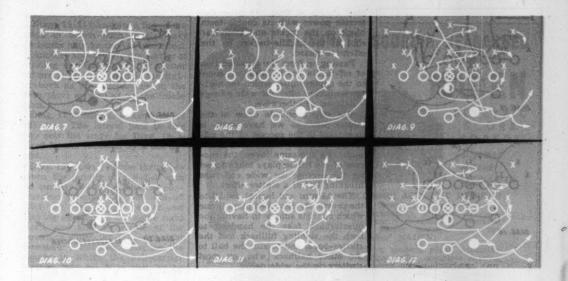
backward hand-off to slip the ball to the delaying halfback.

While the ball-carrier drives for the hole instantly upon receiving the hand-off, the quarterback—without a backward glance—races to fake to the other half who is sweeping wide around the defensive end. Having carried out this latter bit of deception, the quarter then fades a bit and looks downfield as if searching for a receiver.

Thus, it will be noted, the quarterback must in rapid succession (1) fake a slant hand-off (2) make the actual hand-off, (3) fake a transfer of the ball to the wide-sweeping halfback, (4) drop back as if to pass from an outside spot.

With smooth execution on the part of the quarter and convincing running by the faking backs, this type of play can prove bewilderingly decentive.

Among the more familiar stutter plays are those which strike inside the defensive tackle. This point is particularly vulnerable to stutter-thrusts largely because the draw maneuvers permit a variety of unusual blocking combinations, as shown in the diagrams.



By ROBERT C. MacKENZIE

UNIVERSITY OF SAN FRANCISCO

The play shown in **Diag. 2** combines stutter-faking in the backfield with a conventional cross-blocking pattern of line assignments. **Diag. 3** shows a similar maneuver in which blocking adjustments have been made in order to facilitate operation against a defense which features a tight six-man line with wide line-backers.

Note the block of the center. This is in the nature of insurance that the tight defensive guard will not slip through by beating the long block of the tackle. Also, on this play, the natural draw of the deceptive maneuvers is utilized to keep the widebacker out of the critical area as well as to bring the defensive halfback up on the outside.

Thus, with the offensive end going downfield immediately for the safety, the ball-carrier is able to eliminate the cutback. Instead, he can make a bee-line for the goal.

Diag. 4 illustrates the stutterthrust inside tackle with man-forman blocking instead of cross-blocking, as employed against a tight six. This is particularly effective against a defense in which a slow but hardto-move guard has been teamed with a strong defensive tackle who is playing it tight and is angling his charge inward in such a way as to make it difficult to trap him.

Additional inside-tackle plays as set up against overshifted 6-2-3 defenses, are the stutters shown in Diags. 5-7.

Diag. 5 illustrates an effective way of opening the against either a full-man or halfman overshift. Also, it affords a potent means of counteracting looping tactics. It will be noted that the play requires a really fast and agile guard who is capable of pulling across and dipping inside the trapped or cross-blocked tackle to carry out the indicated blocking assignment.

However, the momentary hesitation of the stutter back, which tactic is the hallmark of this type of play, affords sufficient margin to permit a fast and determined lineman to successfully execute the maneuver.

The play charted in **Diag. 6** is even more unusual. Featuring what is sometimes termed "gate-blocking," this effort traps the defensive guard from the outside, gives the offensive guard a terrific blocking angle on the dangerous linebacker, and takes care of the other key defender by means of a tackle-on-tackle assignment.

An important detail of execution is the order in which the offensive end and tackle respectively drive toward their targets. The tackle makes as quick an initial lunge as possible, bringing his legs well up under his body almost simultaneously with the establishment of shoulder contact. This permits the

end, who drop-steps slightly at the instant of the play's start, to cross behind the tackle and virtually trap the guard in position.

Diag. 7 shows a tackle trap which combines conventional assignments in the line with the stutter pattern of backfield deception. Diagrammed against an overshift, it is equally effective when employed against the "blackboard" variety of six or fiveman line defenses.

The stutters are easily adjusted to operate against the 5-3-3 and similar defensive alignments. The effectiveness of the stutter-draw in decoying linebackers, makes this type of sequence especially potent against defenses which emphasize the role of linebackers.

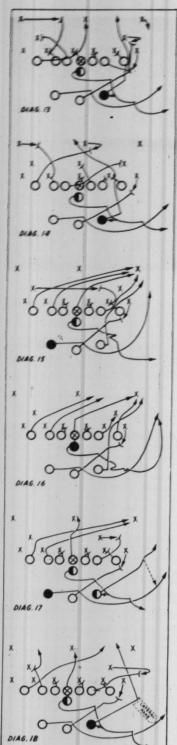
Diags. 8-10 indicate the manner in which many of the plays already described, can be adjusted to work against the 5-3-3.

The stutter type of offensive effort is almost as strong off-tackle as it is inside of that position. Diags. 11-14 offer some of the variations of this phase of the stutter attack.

The off-tackle play in Diag. 11 is a strong one against a loose six-man line with tight linebackers or against a normal six in which the linebacker is cautious about committing himself on a wide fake.

At times, the defensive guard will cause trouble on this one. In that event or in the case of a looping line, the Diag. 12 version is as close to being "sure-fire" as a play can be.

Diag. 13, employing cross-blocking between end and tackle as a means of opening the hole, is another strong stutter device for going off-tackle, while against a 5-3-3 the



play shown in Ding, 14 generates terrific power with its double-team block on the tackle and the clear shot at the middle-backer by the offensive guard.

Passing on from the consideration of off-tackle possibilities, we come to the opportunities which the stutter sequences offer for wide sweeps—delayed or otherwise.

The strong outside draw of the stutter-fake, as we have seen, is important to the success of the off-tackle and inside-tackle shots of this series. By the same token, the success of the inside plays tends to set up the defense for wide end-runs breaking out of a stutter effect.

The natural and logical sequel to the previously described plays is one which consists simply in having the quarterback fake the hand-off to both the slanting fullback and the stutter-back, and to slip the ball to the other halfback who, on most stutters, is the wide decoy.

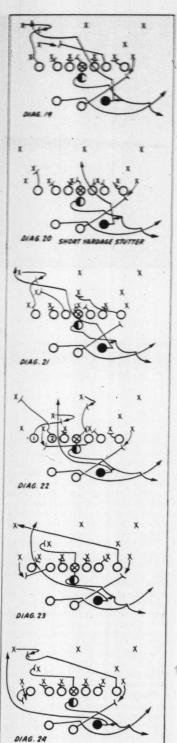
Diag. 15 is such a maneuver, while the variation shown in Diag. 16 carries the deception just one step farther by having the quarterback fake to all of the other three backs in the stutter pattern. The quarter then turns ball-carrier himself, swinging upfield behind the three decoys who now double as blockers.

If the stutter sequences are to be used effectively, it is simportant to include check-plays which will prevent the defense from floating, drifting, looping, or veering toward the favorite points of stutter-attack with the initial draw-moves made by the offensive backfield men.

It is true that the faking on the stutters is designed to pull defenders in a definite direction—some defenders, that is, but not all. While it is desirable, for example, to draw an end, tackle, and linebacker wide, it is necessary to cut off the defensive impetus in the direction of the draw by means of blocking which will prevent another linebacker and several of the remaining linemen from "filling-in." It is in this way that the stutter creates its "lanes" for the ball-carrier.

However, if the cut-off point is always at some spot on the same side as that to which the draw-faking goes—e.g. inside right-tackle or right-end when the fullback and left-half respectively are faking in front of and behind the right-half—the defensive task is simplified.

Therefore, in order to prevent the defenders from achieving too swift a concentration in a specific area, the menacing of which they soon come to associate with stutter-faking, it is necessary to strike occasionally at points other than those indicated in the preceding diagrams.



Diags. 19-24 illustrate a few of the ways in which such diversionary measures may be carried into effect.

Another approach to the matter of running the ends from the stutter pattern is that which finds the stutter-back as the ball-carrier on the wide plays as well as on the inside shots.

Diag. 17 illustrates a maneuver of this type. The lateral pass in this play sets the stage for Diag. 18, a faked-lateral followed by a cut upfield.

Diag. 19 shows a stutter thrust between the guards of a 6-2-3 with the backers wide. It achieves considerable strength at the cut-off point by employing two-on-one blocking against the defensive right guard, and also by virtue of the manner in which the defensive right linebacker is handled. Note, too, the manner in which the ball-carrier swerves into his hole just as he reaches the line of scrimmage.

Diag. 20 is a modification of this play. The blocking pattern—which can be used against either a standard or overshifted six—permits double-team blocking on both defensive guards simultaneously.

The play, of course, has no downfield blocking strength, and the ball-carrier is strictly on his own once he penetrates the line. However, it has its uses, namely the picking up of a couple of needed yards against a tendency to take the initial fake; or it can be helpful in breaking a shifty back who can fend for himself if given a chance in the open.

Diag. 21 shows a play which will serve the same general purpose against a 5-3-3 that the maneuver in Diag. 19 will against a 6-2-3.

Diag. 22 pictures a trap effort against the defensive tackle on the off side of the line. Note the manner in which the offensive left end and left tackle proceed against the defensive linebacker and halfback on their side. Understandably, they must be flexible in the performance of these assignments and will have to modify their actions according to the different defensive responses they will encounter.

For example, the left end—instead of taking the linebacker across and past the hole, as shown in Diag. 22—may have to take him in position and block him outward and toward the sideline, if the backer is cagy and does not follow the draw.

Diag. 23 shows an ordinary reverse which has been given added deception by breaking it out of a pattern of stutter-faking.

Diag. 24 is a similar reverse except for the fact that it goes wide instead of inside. Also, the blocking







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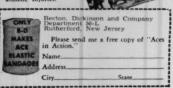
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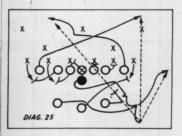
is man-for-man, and the offensive left end takes his opponent with a peel-back or "swing-around" type of block.

In addition to its running strength, the stutter offers tremendous passing possibilities. The variety of passing plays which can be initiated behind stutter-faking, is virtually un-

Diags. 25-27 are but a few of many possibilities. These particular examples are included for the purpose of indicating the ways in which both of the halfbacks as well as the quarterback, may be utilized as climax throwers from the stutter sequences.

An item worthy of note in Diags. 25 and 26 is the added protection which the stutter-back affords the passer. While jab-stepping in position and after taking the fake, the stuttering halfback is in a position to spot and stop any inrushing defender who may have broken through.

The right half can thus check immediately either one of the two defenders most likely to cause trouble the defensive tackle who is just ahead, or the defensive guard who is being blocked by the offensive

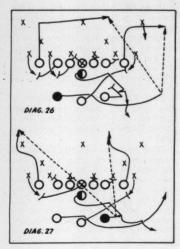


Diag. 27 illustrates another type of pass, one which is as effective as it is unusual. With fair receivers on the ends and a right half who can throw, it can be devastating when exploded against a defense which is already hard-pressed to cope with stutter-sequences of ground maneuvers.

While the stutters constitute an effective offensive weapon, they also present problems which must be carefully considered. Following is an analysis of the strengths and weaknesses of this type of play.

In favor of the stutters, it must be set forth:

- 1. They afford added deception not only by the manner in which the hand-off is screened, but by the fact that the hand-off is both preceded and followed by fakes on the part of the quarterback to different decoy
 - 2. They tend to catch the defense



off-balance and over-committed.

- 3. They tend to reduce fumbling by reason of the fact that the ballcarrying back takes the hand-off while jab-stepping in position-or before he has taken more than a single stride in the direction of the thrust
- 4. It makes possible a wide variety of blocking combinations, including some double-teaming, as a result of the initial deception which tends to draw out of the play some defenders who might otherwise require assigned blockers to neutralize them.
- 5. It sets up highly favorable blocking angles on the defense.

 On the other side of the ledger,

it must be recognized that:

1. The stutters require heavy and sustained blocking, to a greater degree than do other types of T-plays.

2. The more complicated faking maneuvers require greater dexterity by the quarterback, and generally call for increased poise and precision on the part of the decoy backs.

3. It places a premium on ballcarriers who can accelerate rapidly from a standing start and who are adept at the somewhat lost art of running cut-backs through a drifting secondary.

4. It requires a considerable amount of practice time to perfect the niceties of execution which are indispensable to the successful employment of any delayed maneuver.

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Modern Goalkeeping

(Continued from page 36)

the goal-especially those from overseas-show the keeper in this advanced area, his backs stationed securely in the goal-mouth, and the whole defense completely intact.

This deployment is doubly secure in that the goalkeeper is the only member of his team who is not part of the man-to-man play, and thus is an extra who can sway the balance in their favor.

For this position, then, it is necessary to have a player of resourcefulness and courage, one who has complete confidence in himself and in his team, and to whom that confidence is returned by his team-

He must be grounded thoroughly in the fundamentals of goal-tending, including those mentioned above. and he must play with abandon. He must, however, temper his recklessness, knowing how and when to concede corner-kicks by turning balls around uprights or "tipping

These tactics are indicated whenever his move might put him out of the play. This will always be true when he elects to dive for a ball, and this measure should be used only as a last resort. Often, too, in trying for a high ball close to the goal-mouth, the same decision must be made.

It is definitely wiser in such situations to concede the corner-kick than to chance fumbling the ball or fisting it directly to the foot of an opponent. Fisting to clear should only be used when the keeper is. well in front of the net and then only when it is impossible to gather in the ball.

All catches should be made, if possible, at the chest with one hand above and one hand under the ball. curling the shoulder protectively over the ball. Not only does this provide a three-point security, but it cushions the body against impact, keeps the weight forward, and provides impetus towards a balanced forward movement away from the danger area.

The accompanying diagrams show the positioning of the goalkeeper and his backs in two defensive situations. In modern soccer, resource in the goal is limited only by the net-tender's physical abilities, for with understanding teammates he can always depend upon staunch support.



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Kentucky's Style of Pivot

(Continued from page 9)

one-handed underhand pass.

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If he does not pass immediately, he should bring the ball directly in front of his body. Then, as he sees a teammate cutting for the basket, he should use a one-handed underhand pass or a floor bounce to get the ball to him.

At Kentucky, we like to play a mechanical game. We attempt to free a man by a screen or a series of screens. By running through our plays thousands of times a season, out pivot man knows exactly when and to whom to pass.

We instruct our boys never to feed the ball to the pivot unless they are ready to cut off him. I tell them, "Don't worry the pivot man with the ball unless you see that it is to our advantage." In short, don't feed the pivot unless something definite is to develop.

If the pivot is unable to pass the ball to a man cutting by, he has two other options: (1) a pass out so that the play can be reorganized and run again, or (2) try to score.

Essentially, however, our pivot man is a feeder. But we also want him to be a scoring threat. He needs this versatility to keep the defense honest.

Our emphasis on the essentiality of feeding had an amusing repercussion some years ago. In our first several games, our pivot man scored only a few points. It seemed peculiar to have a big boy who was not getting his share of points. We consulted our shot chart and found that he was taking only three or four shots a game, and that his baskets were being scored only on tip-ins.

After discussing this with him, I advised him to go to the side and practice a lot of jump shots, hook, shots, and step in and out shots. I told him. "You are going to have to shoot more in a game," He replied, "I am essentially a feeder."

After we explained that this was exactly what we wanted but that he would have to develop a shot to increase, his versatility, he not only became the leading scorer on the team but wound up on the All-American for two straight years. (Ed note: This must be Alex Groza to whom Rupp is referring.)

In shooting, our pivot man has

the option of taking a dribble to the weak side of his guard and using a lay-up or he may employ a slide dribble to score. That is, he may go back to the basket and instead of taking a one-step pivot jump shot, he may slide both feet and then take off with the foot nearer the basket.

He may also employ a jump shot by leaping in the air, turning, and letting go with both hands; or he may take a dribble to one side and take a one-handed or two-handed shot from there. The shot he takes is again determined by the way his man plays him.

Summing up, then, a good pivot man should be cool under fire, aggressive, have a keen sense of judgment, and should be able to handle the ball under pressure.

We like to think that as the pivot man goes, so goes the team.

Zone Defense

(Continued from page 18)

should also be taught to keep their hands up, to move quickly, and to keep talking it up.

One of the chief advantages of the zone lies in the ideal rebounding position it provides and the quick adjustment that can be made from defense to offense. This enables the boys to be offense-conscious while still playing defense.

One of the saddest mistakes of a zone is to play passively when trailing late in the game. The defense should, in this contingency, either discard the zone or play it aggres-

It is also possible in this situation to exploit the flexibility of the zone by playing two or three men down court in a close press while having the remaining guards play zone.

In conclusion, it will pay to remember that individual defense is the backbone of every defensive system, and that a smart coach will adapt his style of defense to the material at hand.

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Fleetball Game

(Continued from page 38)

the defensive team intercepts a pass, they can run or pass the ball as they desire.

- 14. Passing: Any member of the offensive team may pass the ball to any teammate. The pass may be forward, sideward or backward, short or long. There is no restriction on the number of times one player can handle the ball during a play from scrimmage or on the kickoff.
- 15. Blocking: Shoulder blocking is legal 10 yards on either side of the ball at the line of scrimmage only. Blocking or the intent to block outside the 20-yard area along the line of scrimmage is illegal and shall draw a penalty (section 16-C).
- 16. Penalties: (A) Offside: A player is offside if any part of his body is ahead of the ball when the ball is put into play at the scrimmage line or at the kickoff. The team guilty of offside at the line of scrimmage shall be penalized five yards. The team guilty of offside at the kickoff shall be required to kick the ball from five yards behind its own goal line.
- (B) False Center: A fake center snap designed to lure the defensive team offside shall draw a five-yard penalty.
- (C) Blocking: Blocking is physical contact or the intent of physical contact intended to hinder an opponent. Offensive or defensive blocking (exception in section 15) shall draw a 10-yard penalty from the line of scrimmage.
- (D) Intentional Roughness or Unsportsmanlike Conduct: Either of these offenses result in immediate loss of possession. If the penalty is called against the defensive team, the latter is denied its next turn on offense and the offensive team shall receive four more downs in addition to the downs it had remaining at the time of the penalty.

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(Continued from page 5)

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(Continued from page 52)

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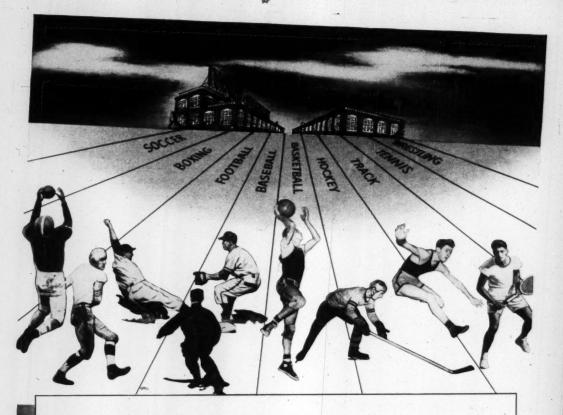
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